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

LCAP Year 2025-2026

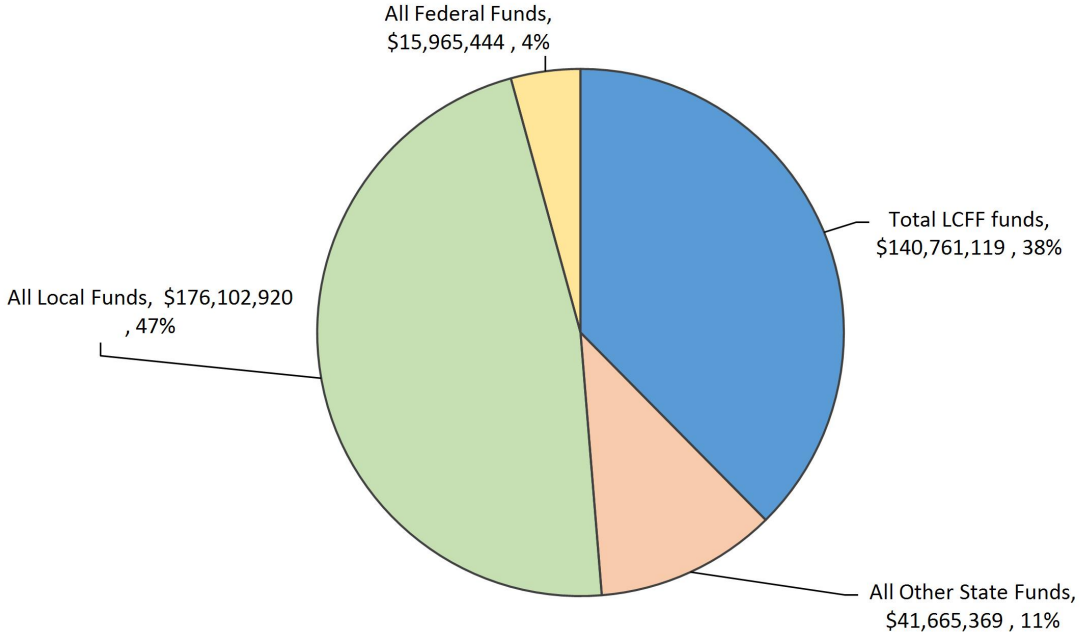
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Orange County Department of Education
CDS Code: 30103063030764
School Year: 2025-26
COE contact information:
Stefan Bean, Ed.D.
Orange County Superintendent of Schools
sbean@ocde.us
(714) 966-4001

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 2025-26 School Year

Projected Revenue by Fund Source

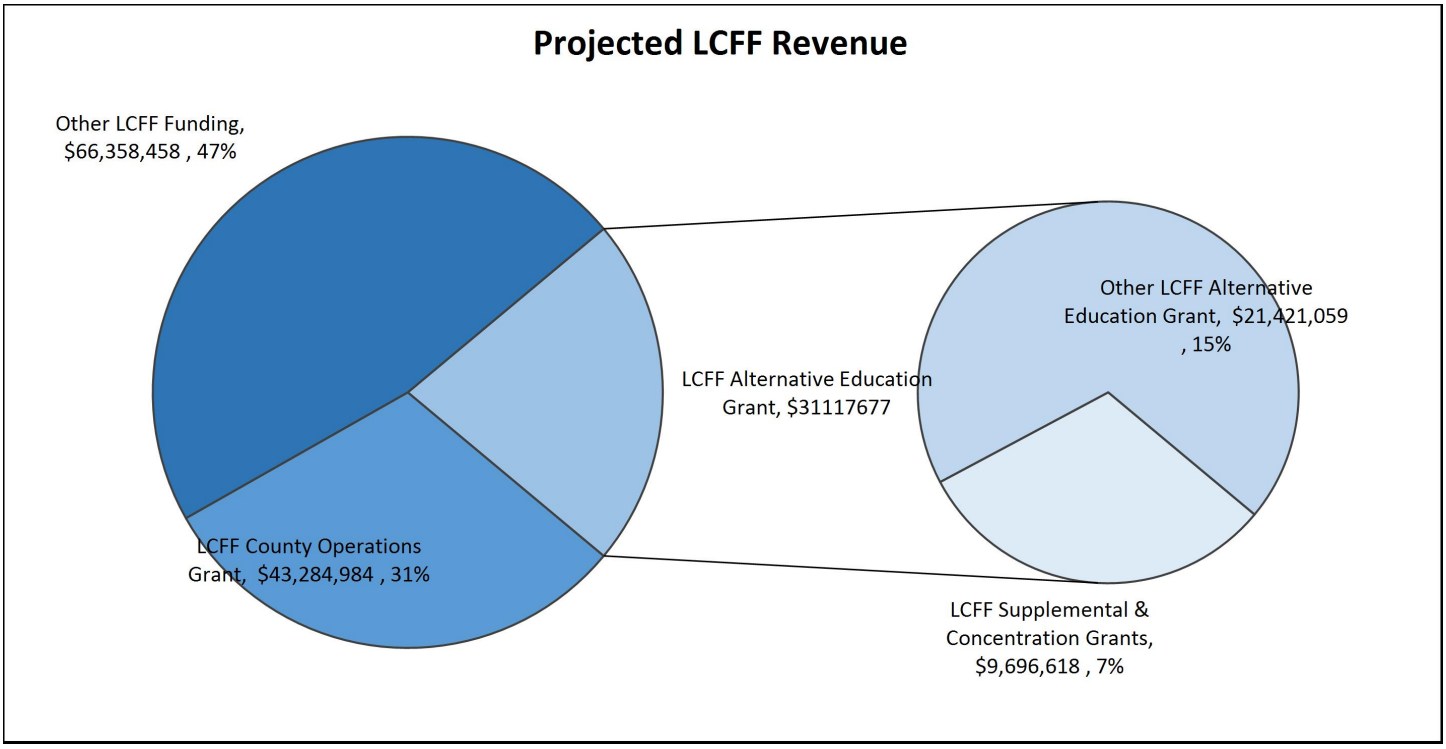


This chart shows the total general purpose revenue Orange County Department of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Department of Education is 374,494,852, of which 140,761,119 is Local Control Funding Formula (LCFF), 41,665,369 is other state funds, 176,102,920 is local funds, and 15,965,444 is federal funds.

Of the $41,665,369 attributed to All Other State Funds, $4,130,280 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

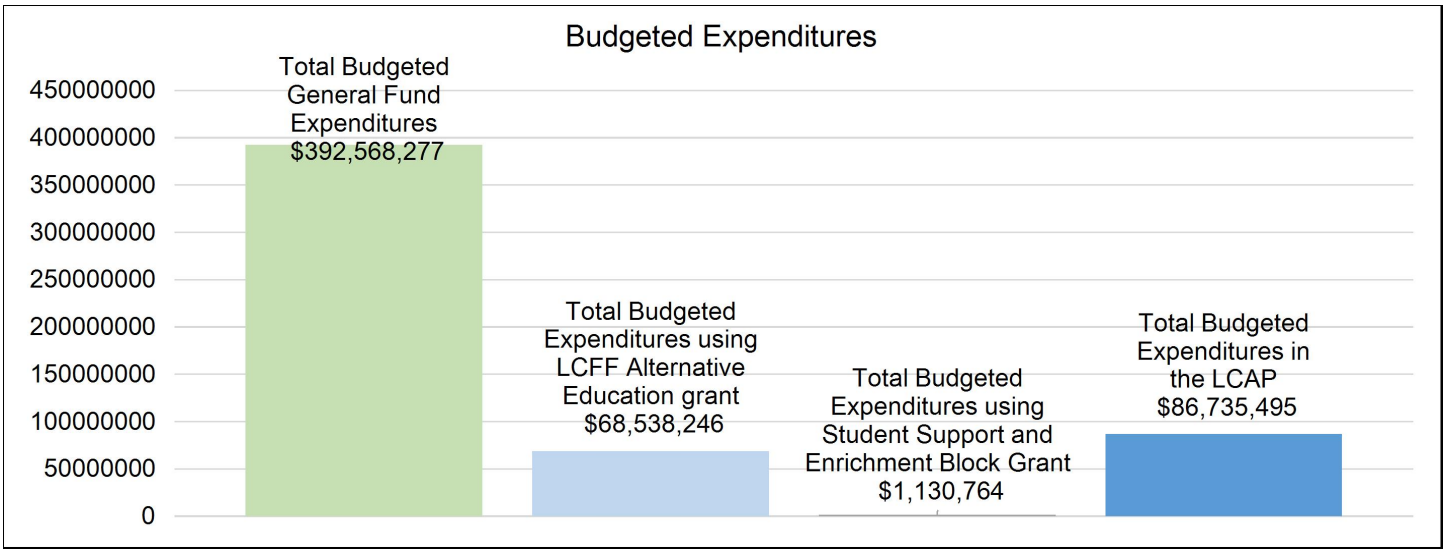


This chart shows the LCFF revenue Orange County Department of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Orange County Department of Education is $140,761,119, of which $43,284,984 is attributed to the LCFF County Operations Grant, $31,117,677 is the attributed to the LCFF Alternative Education Grant, and $ is other LCFF funds. Of the $31,117,677 attributed to the LCFF Alternative Education Grant, $9,696,618 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The county office receives LCFF funds for its charter school, the College and Career Preparatory Academy (CCPA). These funds support efforts to help students earn a high school diploma and gain the skills needed for college and career readiness. CCPA serves a diverse population of students through flexible, personalized learning, along with academic counseling, career exploration, and workforce preparation to support postsecondary success.

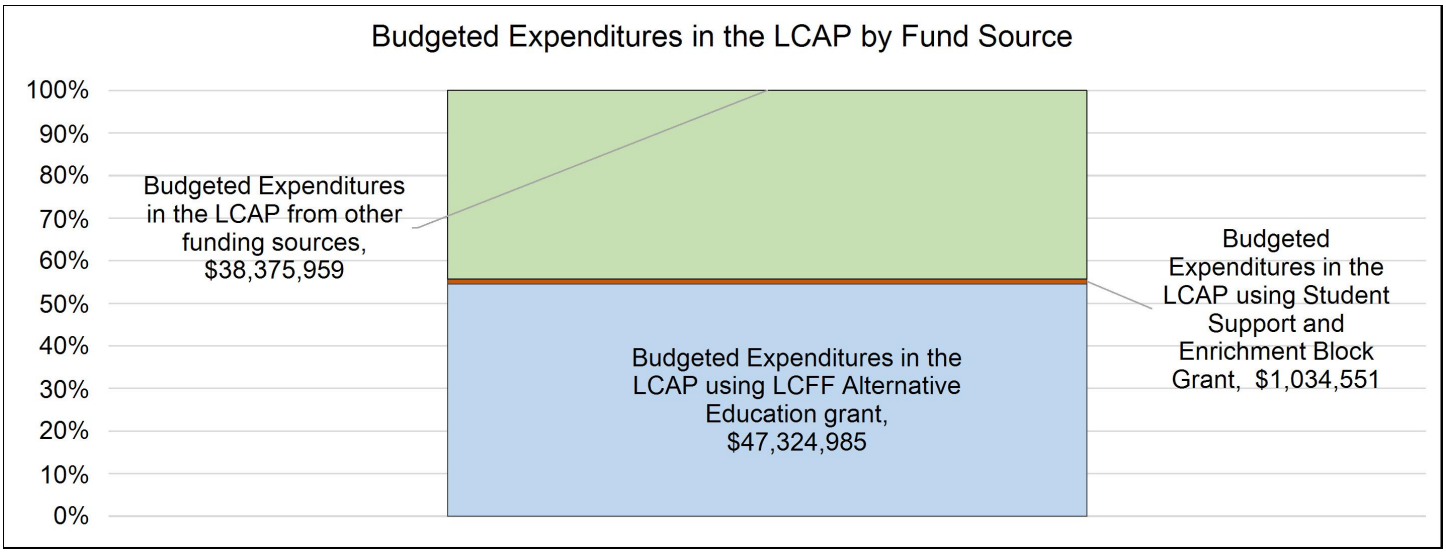
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orange County Department of Education plans to spend for 2025-26. 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 $392,568,277 for the 2025-26 school year. Of that amount, $68,538,246 is attributed to the Alternative Education Grant and $1,130,764 is attributed to the Student Support and Enrichment Block Grant. $305,832,782 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 LCAP outlines services that improve student outcomes and support districts, excluding those funded by the General Fund. OCDE provides fiscal oversight, approves district LCAPs, and offers services such as payroll, legal support, and credentialing. We also lead in technical assistance and Differentiated Assistance. By aligning fiscal, operational, and educational systems, OCDE enables districts to focus on delivering high-quality instruction and preparing students for lifelong success. The variance between 2025–26 Block Grant revenue and expenditures reflects a phased implementation strategy. OCDE budgeted $1.13M of $4.13M to align with current capacity and student needs. This approach builds infrastructure, allows flexibility for a mobile student population, and supports long-term planning. Retaining funds enables responsive adjustments and informed future investments. The strategy prioritizes fiscal responsibility and sustainable impact, ensuring resources are used thoughtfully to support students systemwide.



This chart provides a quick summary of how much Orange County Department of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

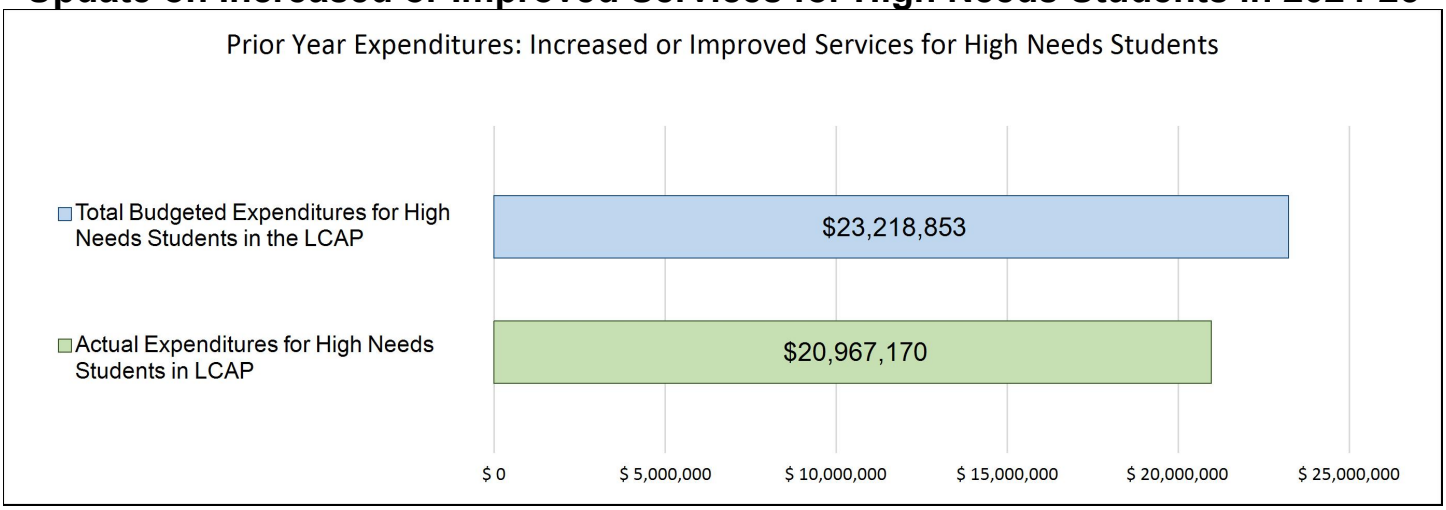
The text description of the above chart is as follows: Orange County Department of Education plans to spend $86,735,495 on actions/services in the LCAP. Of those funds, $47,324,985 is attributed to the Alternative Education Grant and $1,034,551 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Orange County Department of Education is projecting it will receive 9,696,618 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 18,172,083 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 2024-25



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 2024-25, Orange County Department of Education's LCAP budgeted 23,218,853 for planned actions to increase or improve services for high needs students. Orange County Department of Education actually spent 20,967,170 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of 2,251,683 had the following impact on Orange County Department of Education's ability to increase or improve services for high needs students:

The ($2,251,683) expenditure variance did not impact OCDE's ability to increase or improve services and support high-needs students. Staffing challenges led to lower costs, with existing staff adjusting duties to maintain services. Human Resources enhanced recruitment to reduce vacancies. Additionally, some initiatives were funded through alternate sources to optimize LCAP funds. All planned services were implemented with fidelity, demonstrating OCDE's continued commitment to student success through flexible staffing and strategic resource alignment.

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 [2025-26]

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) operate to serve some of the most vulnerable and diverse student populations in Orange County, including incarcerated and adjudicated youth in care, expelled and severely truant students, students who benefit from a home-based academic program, as well as students with disabilities who require a specialized school setting to best meet their educational needs and Individual Education Plan (IEP) goals. OCDE's goal is to prepare students to lead with purpose in an every-evolving world. In alignment with this goal and looking ahead to 2030, OCDE will empower every student to thrive academically, socially, and emotionally in safe, inclusive, and innovative learning environments. Through personalized instruction, career pathways, and emerging technology, students will develop practical skills, resilience, and confidence to succeed in the real world. The OCDE Division of Alternative Education (ACCESS) and the Special Education Services Division (Connections) play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher 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 2,500 students daily at locations countywide utilizing a variety of instructional models. Almost 70% of OCDE students are socioeconomically disadvantaged, 13% are homeless, 3% are foster youth, 22% are English learners (EL), and 21% 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 2023-24 school year, the California Department of Education's Dataquest database reported a non-stability rate for OCDE of 63.7% at the LEA level, significantly higher than Orange County's average of 7.5% and California's average of 9.0%. Two specific schools within OCDE, ACC and AJH, reported notably high non-stability rates last school year: 66.3% and 97.5%, respectively, therefore qualifying both schools for Equity Multiplier funding. These high rates are largely attributed to the unique characteristics of alternative education schools. ACC enrolls students based on expulsion, truancy, and other referrals from local school districts, with students returning to their districts throughout the school year when appropriate for their educational journey. On the other hand, students at AJH are involved in incarceration or other court proceedings and fall under the jurisdiction of the Orange County Juvenile Court, Orange County Probation Department, and 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 2024–25 school year, ACC students were enrolled for an average of just 63 days, while youth in care at AJH averaged only 12 days, both figures far below the standard 180-day traditional school calendar. To mitigate the challenges created by high non-stability rates, as well as gaps in students' academic development, OCDE's personnel offer support, professional development, and student programs through its divisions and departments. We recognize that college and career readiness and success requires the contributions of education professionals at all levels of student development, and for students, it involves not only academic mastery, but also emotional and social development in safe and supportive schools and communities. Success is measured differently for each student and is defined by individual student interests, capacities, and choices, and all students need support to acquire competencies and skills that will allow them to thrive and flourish in society. Students are provided caring, safe, and engaging learning environments in which to develop lifelong skills and a desire for personal transformation. We incorporate a technology-rich environment that stimulates meaningful dialogue and application of real-life skills, including additional Career Technical Education (CTE) opportunities. We support the whole child in building confidence through an engaging, rigorous, individualized academic program that incorporates co-curricular activities and supports from community partners. We value our dedicated faculty, parents, communities, and educational partners who make a difference for students by creating a pathway for continued success. We commit to addressing learning loss through a high level of student engagement and attendance, increased and ongoing academic achievement, and support for positive collaborative behaviors that promote students becoming productive citizens who are college, career, and life ready.

The thread that is woven throughout this document is one of engagement. The goals, actions, and services reflect the collaboration and participation of students, staff, parents/guardians, and educational partners in OCDE's continuous improvement process. Through ongoing partnerships, outreach, communication, reflection, and analysis, we continue to create a community focused on student engagement, learning, and achievement.

As a school, our priorities begin with student engagement. In order to be successful in our goal of preparing students for the future, OCDE must design educational environments that engage students from the first day and demonstrate our genuine care and concern for their well-being. In some cases, students are only enrolled in our schools for a very brief period of time, and we must work quickly in order to provide them with skills, resources, and the self-confidence they will need to carry them forward toward their goals. As we become more successful in engaging students in the empowerment of their learning, college, career, and life readiness goals become a reality. By providing students with dynamic, modern learning opportunities, such as digital media, online learning, and virtual platforms, technology becomes an integral

part of the academic process. This engagement also includes increased family involvement, enhanced co-curricular activities, improved and rigorous curriculum, and additional student support services that afford the optimum framework 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 63 days. A full school year in ACC is approximately 245 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 245 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 12 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, SED, and English learners. The California Longitudinal Pupil Achievement Data System (CALPADS) "Information Day" report calculates the percentage of this unduplicated count to be 78.01%. When appropriate, we have specifically identified the student subgroups and the actions and services intended to support them. 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.

Reflections: Annual Performance

Analysis of OCDE's 2024 California Dashboard and local measures provided multiple means by which to identify areas of success and needed improvement to support student performance outcomes at the district, school, and student group levels. The Dashboard state-level indicators include Academic Achievement (English-Language Arts and Math), Chronic Absenteeism (K-8th), College and Career Readiness, Suspension Rate, English Learner Progress, and Graduation Rate. Analysis of the outcomes for each indicator offered important insights and was used in conjunction with local data to develop the 2025-26 LCAP goals, actions, and progress metrics designed to address identified needs and provide ongoing support for areas of success.

In addition to the analysis of the 2024 Dashboard, OCDE is required to identify all of our schools and student groups that performed at the lowest level (Red) on the 2023 Dashboard. These schools and student groups can be found on a chart in Appendix F, which includes the goals, actions, and accompanying metrics developed to address the needs and support continued improvement.

The following is a closer look at our 2024 Dashboard outcomes for each indicator, local data, as well as the subsequent actions that will be undertaken to continually improve our schools and programs in providing all students at each OCDE school equitable access to a standards-based, high-quality education in preparation for college, career, and life.

Goal 1: Engagement (Chronic Absenteeism and Graduation Rate)

Chronic Absenteeism is defined as students in transitional kindergarten through eighth grade who are absent (excused or unexcused) for 10% or more of their days of enrollment. OCDE, ACC, and Connections had student groups performing at the lowest level for this indicator, which remains an area of concern, as consistent school attendance is foundational to student success. While the 2024 Dashboard showed a slight decrease in Chronic Absenteeism across nearly all student groups, rates increased among Homeless students. To address this,

targeted actions within this LCAP have been developed to reduce absenteeism and build on the improvements reflected on the Dashboard (Goal 1, Actions 2 and 3). Additional supports will be provided for our low-income and homeless students to ensure accessibility and equity—such as investments in food, clothing, school transportation, and essential school supplies (Goal 1, Action 6)—to help eliminate barriers that often contribute to chronic absenteeism.

In addition to the Dashboard Chronic Absenteeism Indicator, which does not include high school students, overall attendance and dropout rates are also monitored and analyzed as key measures of student engagement. We were encouraged to see an improvement in the overall OCDE attendance rate, which increased from 78% to 79%. However, the dropout rates remain a significant concern. In the 2023-24 school year, the middle school dropout rate increased by 4%, reaching 12%, while the high school dropout rate remained steady at 18%.

To address the identified needs, LCAP actions focus on enhancing student engagement by fostering positive school climates, strengthening family connections, and removing barriers to school attendance. Key actions include improving transportation options, which remain a significant need for many students, and expanding opportunities for family engagement. These efforts aim to create a supportive and connected environment, ultimately reducing dropout rates and improving student attendance.

The Graduation Rate Dashboard Indicator, used as an accountability measure at both the LEA and school levels, reflects the percentage of high school students who graduate with a standard diploma within four or five years of their first day of high school enrollment. While this methodology works well in a traditional school setting, for alternative education schools such as ours with high student turnover, it can prove difficult to achieve a high level of performance on the Dashboard for reasons beyond our control.

At OCDE, students are referred by their district of residence for various reasons, most commonly truancy and credit deficiency. Many students enter our programs significantly behind in credits or with inconsistent attendance histories, which makes graduating within the traditional four- or five-year timeframe especially challenging. As a result, OCDE and all of its schools had student groups performing at the lowest level on this indicator because they did not graduate in four years. The 2024 Dashboard reflected an overall OCDE Graduation Rate of 48%, using the state's traditional calculation model.

Despite these challenges, OCDE is deeply committed to identifying and mitigating barriers that impact the success of at-promise youth in an alternative education setting. Our leadership, instructional, and support staff strive to provide an engaging and relevant educational program focused on helping students master key academic content and skills while recovering missing credits required for graduation.

To support and strengthen this commitment, LCAP actions developed to improve graduation outcomes include:

- Increasing communication with all educational partners,
- Continuing to focus on family engagement,
- Offering extended learning opportunities, and
- Providing support services to ensure successful transition upon graduation

(Goal 1, Actions 1, 2, 3, and 8).

Additionally, targeted resources, strategies, and interventions are being implemented to close equity gaps and support academic achievement toward graduation for all students

(Goal 2, Actions 1 and 5).

Specific LCAP actions include:

- Personalized academic and career planning, where staff work closely with students to assess their strengths, goals, and needs.
- Intentional relationship-building to ensure students feel supported and connected to school.
- Family engagement to assist parents and guardians in recognizing and embracing their role in their child's educational journey.
- Specialized staff support, which includes transcript reviews, individualized learning plans, and preparation for juvenile court updates, ensures strategic, targeted interventions for unduplicated student groups facing additional barriers to graduation.

Recognizing the unique complexities associated with alternative schools and students, the California Department of Education also provides a DASS (Dashboard for Alternative School Status) Graduation Rate, a metric that reflects the one-year graduation rate for all 12th graders enrolled during the school year, regardless of how many years they have been in high school. This measure offers a more accurate reflection of student progress in our unique setting.

In 2023–2024, OCDE's DASS graduation rate increased from 72% to 74%, underscoring the impact of our strategic efforts and the resilience of our students.

This progress affirms the value of our approach, which is anchored in individualized support, credit recovery opportunities, family partnerships, and equity-focused actions, and strengthens our resolve to continue closing opportunity gaps and supporting all students on their path to graduation.

All of this also underscores OCDE's continued commitment to advancing equitable opportunities and academic achievement for all students, particularly those facing significant barriers to graduation. LCAP actions supporting improved graduation outcomes include enhancing communication with educational partners, maintaining a strong focus on family engagement, expanding extended learning opportunities, and providing comprehensive support services to facilitate successful transitions beyond high school (Goal 1, Actions 1, 2, 3, and 8). Targeted resources, strategies, and interventions have also been implemented to close achievement gaps and ensure that all students receive the support needed to meet graduation requirements (Goal 2, Actions 1 and 5). The increase in OCDE's DASS graduation rate from 72% to 74% reflects the positive impact of these aligned efforts and the dedication of staff to supporting student success.

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

The Dashboard indicators for English Language Arts (ELA) and Mathematics assess how well students are meeting grade-level standards, as measured by the Smarter Balanced Summative Assessments and the California Alternate Assessments. These assessments are administered to students in grades 3 through 8 and grade 11.

Six OCDE student groups—English Learners (including Long-Term English Learners), Hispanic, Homeless, Low-Income, and White students—performed at the lowest level in both ELA and Math. This reflects both low test results for our long-term students and the application of a participation penalty for not meeting the required 95% participation rate. "Long-term" students are defined as those who have been continuously enrolled since the first week of October. The participation penalty assigns the lowest possible score based on the number

of students for whom we fell below the 95% participation threshold, which is added to the Dashboard calculation to determine the performance levels.

Despite efforts to administer the assessments to all eligible students, challenges such as student mobility and truancy, particularly at ACCESS County Community School, have negatively impacted participation rates. As a result, the Dashboard outcomes for ELA and Math tend to reflect participation rates more than actual academic achievement.

To provide a clearer and more accurate picture of our students' academic status and progress, the state testing metrics in Goal 2 focus on the CAASPP results for all students who completed the assessments while enrolled in one of our schools, regardless of the length of their enrollment. This approach excludes the participation rate penalty and allows for a more accurate analysis of student performance level which guides instructional analysis and planning at the LEA, school, and student group level.

The English Learner Progress Indicator (ELPI) on the Dashboard measures growth on the ELPAC (English Language Proficiency Assessments for California) using two years of assessment data. OCDE has experienced remarkable success in this area, with an increase of 18.5% of students demonstrating progress toward English language proficiency or maintaining the highest level attainable to an impressive 42%. ACCESS County Community showed a significant improvement (20.4% to 42%) while ACCESS Juvenile Hall also saw a notable increase from 4.6% to 41%. This substantial growth reflects the dedication and efforts of the Multilingual Academic team, the successful implementation of a new ELD (English Language Development) curriculum, and the collaborative work of our staff to meet the diverse needs of our English Learners, supporting their language acquisition and academic success. LCAP actions that have and will continue to support this area focus on family engagement (Goal 1, Action 2), and providing individualized support for English Learners (Goal 2, Action 5).

In addition to state testing scores and the Dashboard Academic Achievement Indicators, our local assessment, i-Ready, reflected that over 80% of students tested require Tier 3 interventions in the areas of Reading and Math. This data clearly supports the need to provide even more intensive interventions and academic interventions, as addressed in LCAP actions focusing on family engagement (Goal 1, Action 2) to involved families in their child’s academic progress, and providing individualized, targeted academic support (Goal 2, Action 1) to meet each student’s specific needs in achieving grade-level reading and math skill levels.

The College and Career Readiness Indicator (CCI) measures the percentage of 12th-grade students identified as "prepared" for postsecondary success, based on multiple options including completion of a-g coursework, state assessment performance, dual enrollment, and work-based learning experiences. Given the unique context of OCDE’s alternative education programs, where many students enroll credit-deficient or with gaps in enrollment, traditional CCI metrics may not fully reflect their academic growth or readiness. In response, OCDE has expanded access to Career Technical Education (CTE) programs across four career pathways, providing students with opportunities to explore interests, develop industry-aligned skills, and apply academic knowledge in real-world settings, while offering CTE courses that allow students to explore career options as they plan for their futures. By integrating college-preparatory supports with career-focused learning, OCDE ensures students are equipped with both the academic foundation and practical skills needed for success in college, the workforce, or vocational training. This comprehensive strategy demonstrates OCDE’s commitment to closing opportunity gaps and supporting all students—particularly those who face barriers—with the resources, relationships, and real-world learning needed 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 a slight improvement, with the overall rate decreasing from 2.1% to 2%. Instructional and support staff remain committed to addressing this critical issue, especially for vulnerable student groups, by implementing alternatives to suspension. These efforts focus on helping students develop self-reflection skills, understand the emotional and behavioral triggers that may lead to disciplinary action, and recognize the value of repairing relationships affected by poor choices. Staff also work to equip students with practical skills for managing their behavior and emotions more effectively.

To further reduce suspensions, LCAP actions prioritize increased family engagement, the cultivation of a healthy and positive school climate, and the expansion of school-based mental health services. Specialized support is also provided to ensure smooth and successful transitions for English Learners and Students with Disabilities, whose unique needs require focused and individualized attention. Collectively, these actions are designed to create long-term student success and directly contribute to lowering suspension rates across the district.
(Goal 1, Actions 2, 5, 7, 9).

Learning Recovery Emergency Block Grant (LREBG):

The LREBG provides one-time funds to county offices of education (COEs), school districts, and charter schools for learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. These funds were allocated in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being.

The following LCAP goals and actions are funded either in part or in whole by LREBG funds, in alignment with the allowable uses as prescribed in California Ed Code Section 32526(c)(2) and based upon the identified needs of our OCDE student population:

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
- Behavioral Paraeducators for Connections

Goal 1 – Action 9
- Mental Health Counselor for Connections
- School Psychologist for Connections

Goal 2 - Action 2
- Transition Specialist for ACCESS

Goal 2 – Action 7

- CTE Paraeducator for Connections

Goal 3 – Action 2

- Paraeducators for ACCESS
- AI licenses for ACCESS staff
- Updated technology for ACCESS classrooms
- Substitute staff to assist with SBAC testing

A comprehensive explanation of the rationale used for developing each of these actions, how each aligns with allowable uses for this funding, and an explanation for how these actions will address the needs of the students and schools identified in the needs assessment may be found in Appendix G. [California Ed Code Section 32526(c)(2), 32526(d)]

After the 2025-26 school year, unspent LREBG funds will be reflected in the 2026-27 and 2027-28 LCAP documents to continue support for the above 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 2023 California School Dashboard. The identified priority areas include:

- Priority 4: Academic Achievement (ELA and Math)
- 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:

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

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 2024-25:

In the summer of 2024, leadership teams from each county office convened with CDE to assess prior outcomes and set strategic goals for the 2024-25 academic year. A key focus emerged: Long-Term English Learners (LTELs), a student population requiring specialized support. By prioritizing the needs of LTELs, the consortium is committed to:

- Implementing targeted interventions to address language acquisition gaps.
- Enhancing academic achievement.
- Strengthening sustainable support systems.
- Expanding professional development for educators working with LTELs.
- Integrating social-emotional learning strategies to support student resilience and engagement.

Recognizing the broader impact of these strategies, the consortium aims to develop instructional resources and professional development opportunities that will benefit not only LTELs but also a diverse range of students. -These efforts will contribute to a more inclusive and responsive educational environment, ensuring that interventions align with the needs of all at-promise students.

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:

Addressing Student Needs Across Priority Areas:

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

Specific LCAP Actions:

- 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.

Endorsements from CDE and the California Collaborative for Educational Excellence (CCEE) highlight the consortium′s leadership in advancing collaborative initiatives and reinforce the importance of the strategic plan in progress. 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.

In the fall of 2021, the United States Department of Education required California to implement a standardized graduation rate calculation for all schools, regardless of whether they are alternative or traditional. As a result, our alternative schools now follow a Four-Five-Year Cohort model, tracking students who graduate within four or five years of starting 9th grade. This updated calculation was first reflected in the 2022 California Dashboard. Due to this mandated change, three OCDE-operated schools—ACCESS County Community, ACCESS Juvenile Hall, and Connections (Orange County Special Education)—became eligible for Comprehensive Support and Improvement (CSI) because their three-year average Graduation Rate fell below the required 68%.

Due to credit deficiencies and truancy, many OCDE students enter their third or fourth year of high school without sufficient credits to graduate on time, with some needing more than five years to complete their requirements. In response, OCDE remains committed to developing comprehensive support and improvement plans at the school level, implementing evidence-based strategies to address students' unique needs, and equipping them with the necessary resources to achieve graduation and successfully transition to college and career pathways.

A key change in the new graduation rate calculation that contributed to our CSI eligibility is the exclusion of students who earn a Special Education Certificate of Completion, a California High School Equivalency Certificate, an adult education diploma, or pass the California High School Proficiency Examination from reported graduation rates. This has negatively impacted graduation rates at both the school and LEA levels, with a particularly significant effect on Connections, which serves students with moderate to severe disabilities. In response, OCDE’s Associate Superintendent of ACCESS and Connections has actively advocated at the state and county levels for the adoption of alternative graduation measures that better reflect the achievements of this student population. We remain hopeful that new and appropriate options for these students will be introduced and implemented in the future.

In alignment with CSI eligibility requirements, certificated and classified staff from each identified school collaborated to conduct a comprehensive needs assessment. The process began with a review of each school’s current graduation rate, followed by an analysis of the criteria leading to their CSI identification. With this shared foundation, teams examined a wide range of data, including demographic trends, attendance, suspension and behavioral reports, local indicator performance measures, i-Ready assessment results, enrollment trends, survey feedback, and the previous year’s School Plan for Student Achievement. Through this analysis, school teams evaluated student

group outcomes to identify potential areas of inequity; however, both certificated and classified staff confirmed that no such disparities existed. The revised Dashboard Graduation Rate calculation had an equally adverse impact on all student groups.

With a focus on improving graduation rates for all students, school teams analyzed areas of success and identified opportunities for growth by assessing obstacles and potential solutions. Through a root cause analysis, staff pinpointed key factors hindering on-time graduation and developed targeted strategies to address these barriers. The teams then identified trends and priorities within the three core areas of the Local Control Funding Formula (LCFF): Engagement, Pupil Outcomes, and Conditions of Learning. 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 with measurable activities.

Following the needs assessment, school administrators worked in collaboration with district staff to allocate funding for each activity and establish a plan for the School Site Council (SSC), including member elections and meeting schedules. Administrators then presented the School Plan for Student Achievement (SPSA) to the SSC, ensuring compliance with California Department of Education (CDE) protocols to formalize implementation. OCDE will continue to support ongoing monitoring and evaluation to ensure the plan's effectiveness.

To enhance student success and strengthen school-community collaboration, three evidence-based interventions will be implemented, focusing on student support, data accessibility for families, and professional development for staff:

- Professional Development and Parent Engagement: Invest in training, coaching, and professional development opportunities to create a positive school climate and actively engage parents in supporting academic growth, including MTSS certification initiatives.
- Enhanced Data Accessibility: Expand the use of the Aeries Parent Portal to improve family access to student data, promoting stronger collaboration between schools and families.
- Data-Driven Decision-Making: Provide ongoing training and increase data availability for district 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) engages in ongoing collaboration with school leadership and educational partners to monitor and support progress aligned with graduation rate goals. This work includes active participation in school-level needs assessments and the identification of evidence-based resources and methodologies—such as Attendance Works training—to address key areas of need. OCDE also partners with agencies to develop online curricula and instructional strategies to support ongoing equitable access to essential coursework.

Additionally, OCDE is committed to developing a comprehensive system for monitoring student attendance, analyzing local assessment data (e.g., i-Ready), and increasing family engagement to support continuous progress monitoring. The use of internal reporting tools, including summary data from the Aeries student information system, a robust data management platform, and detailed records from parent and family meetings, ensures equitable family involvement and contributes to improved academic outcomes for all students.

Administrators receive academic, attendance, and other student-level data for analysis and distribution to educational partners, including school-level staff and School Site Councils. In collaboration, school personnel and the OCDE Educational Services team are leading the development of an internal dashboard designed to support progress monitoring through user-friendly report summaries, closely aligned with the California LEA and School-level Dashboards. Providing real-time access to this data throughout the academic year will inform strategic decision-making, enhance transparency, and strengthen student achievement, ultimately contributing to increased graduation rates and smoother transitions to postsecondary education and career pathways.

To set realistic expectations and maintain a commitment to continuous improvement, OCDE collects and analyzes key data related to graduation rates from previous years, along with other critical factors aligned with the Comprehensive Support and Improvement (CSI) plan, such as attendance, academic performance, and the effectiveness of interventions. A baseline assessment of the current graduation rate, along with contributing factors like chronic absenteeism and credit deficiencies, serves as a reference point for measuring progress.

OCDE actively monitors and evaluates implementation of the CSI plan through a structured process that includes fidelity checks, ongoing implementation reviews, and data-informed coaching cycles. These activities are conducted in coordination with site leadership to ensure that planned interventions are being carried out as designed and are producing the intended results.

Implementation milestones, timelines, and deliverables are tracked using shared tools and reviewed at regular intervals. When deviations from the plan or performance gaps are identified, OCDE facilitates collaborative problem-solving with site teams to adjust strategies, reallocate resources, or provide additional support.

Ongoing monitoring through weekly, monthly, and quarterly data reviews enables the evaluation of the plan’s effectiveness in meeting its objectives. Through detailed data analysis, OCDE identifies trends, emerging patterns, and potential obstacles, informing timely adjustments and targeted interventions. This process is strengthened by the active involvement of teachers, administrators, students, parents, and other key partners, ensuring a comprehensive and inclusive approach to refining strategies and addressing evolving needs.

Recognizing and celebrating successes achieved through the CSI plan is essential for maintaining momentum and building community support. Regularly sharing progress reports with the school community and key educational partners promotes transparency, strengthens engagement, and reinforces our collective commitment to ongoing improvement.

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 a recipient of the California Community Schools Partnership Program (CCSPP) Implementation grant along with the Community Engagement Initiative (CEI) grant, the LEA is strongly committed to developing shared leadership opportunities and co-governance structures to enable families, school staff, and community partners to contribute their knowledge and expertise to a shared vision for student readiness and success that is reflected in the LCAP. Both Community Schools initiatives align with and support the LCAP's focus on engaging all educational partners in the school improvement process. To assure that underrepresented families have a strong voice in the LCAP process, especially in the development of goals and actions related to the use of Equity Multiplier funds, the LEA implements the best practices outlined in Harvard researcher Karen Mapp's Dual Capacity Building Framework. Throughout our school community, we have strengthened the essential conditions that promote trusting relationships, celebrate language and culture, recognize the strengths and assets of families, and foster collaboration and engagement; assuring these efforts are systemic, integrated, and sustained. Most notably this year, the LEA brought together a diverse CEI Team consisting of students, parents, community partners, teachers, administrators, and school staff to participate together in five Peer Leading and Learning Network (PLLN) meetings. As a peer-led

Educational Partner(s)	Process for Engagement
	learning exchange, the PLLNs provided our team with opportunities to learn and apply strategies, practices, and tools that are effective for community-building and shared decision-making. This powerful experience helped us to identify a focus for our work and co-create a plan of action through an equity and inclusion lens.
OCDE Students	To help center our youth voice, Listening Circles were held at ten ACCESS sites during the month of March, half of all school sites receiving Equity Multiplier funds. Facilitated by supportive school staff, these informal discussions created a safe space where students felt comfortable to share their thoughts on what motivates them, insights into the challenges they experience, and ideas for improvements they would like to see in their school. These Listening Circles captured the authentic experiences of our students, yielding valuable “street data” that greatly influenced the LCAP process this year. For the first time this year, students served on the General LCAP Parent Advisory Committee, which held five meetings between January and May. Through interactive activities, students learned about the LCAP purpose, process, goals, and actions, as well as Equity Multiplier funding. Students also had the opportunity to analyze data and share input for improving student attendance and academic outcomes. During the April meeting, students reviewed draft sections of the LCAP to assure that their feedback was accurately reflected in the goals and actions of the plan. Students also participated in All Hands on Deck, the LEA’s Community Schools committee. During these meetings, students engaged in dialog alongside families, school staff, and community partners, contributing key insights and thoughtful input. At Sunburst Youth Challenge Academy and Harbor Learning Center North, elected Student Council members participated in weekly school decision-making meetings to share their ideas for school improvement while learning how civic engagement shapes policy at the local, state, and national level.

Educational Partner(s)	Process for Engagement
	ACCESS and Connections students also participated in an online survey during the months of January and February to collect their input regarding the quality of education, supports needed, and school climate. Teachers encouraged participation by emphasizing the importance of youth voice and providing examples of how students have influenced school programs and policies.
OCDE Parents, Caregivers, and Students	To encourage participation in District English Learner Advisory Committee (DELAC)/EL Parent Advisory Committee meetings, bilingual school staff personally contacted families via phone to invite them to participate in the monthly meetings. These meetings serve as a forum for parents to share feedback on curriculum and supports for EL students, implementation of school plans, and the development of LCAP goals, especially related to the use of Equity Multiplier funds. In-person meetings were held in September, October, November, December, April, and May. This year, parents and caregivers as well as students served together on the General LCAP Parent Advisory Committee, which held five in-person meetings between January and May. Committee members learned about LCAP goals and actions, analyzed data, and shared input for improving student attendance and academic outcomes. During the April meeting, families and students reviewed draft sections of the LCAP to assure that their feedback was reflected in the goals and actions of the plan. Quarterly School Site Council meetings were held in person this year. This advisory group provides an opportunity for families and school staff to participate together in budget and program decisions 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 were personally invited via phone call, as well as through email and text messages, to participate in All Hands on Deck, the

Educational Partner(s)	Process for Engagement
	LEA's Community Schools Committee. At in-person meetings in October, February, and May, students, parents and caregivers, community partners, and school staff gathered to continue building a vision for ACCESS and Connections as a Community School, learn about the programs, services, and partnerships available to support student learning, and provide input and ideas to shape the goals and actions of the LCAP. During the February meeting, community partners participated in a Learning Walk to hear and see first-hand how LCAP funds are used to provide programs and services for students and families, such as the Career Technical Education (CTE) classroom, school-based Mental Health support, Family Resource Center, and community-based learning opportunities. This interactive experience helped generate dialog on how the school can work effectively with all educational partners to support student learning, and valuable feedback was recorded. Bilingual Family and Community Engagement (FACE) staff also reached out to families to invite their participation in Title I Annual Meetings. Held in-person in conjunction with Open House events at three community school sites this year, these meetings provided a forum for families to share input and ideas to shape the school program and inform the LCAP. To provide an accessible forum for families of students enrolled in ACCESS Juvenile Hall (AJH) school to contribute to the LCAP, virtual Parent Information Meetings were semi-monthly and input was recorded and shared with the LCAP team. To further engage all families, especially underrepresented families, bilingual FACE staff reached out to families via telephone from November through February to conduct an LCAP survey to gather input and inform the goals and actions of the LCAP. The survey was also available electronically and a link was sent to families via email and text message upon request.

Educational Partner(s)	Process for Engagement
Orange County Department of Education (OCDE)	Staff from OCDE's Educational Services and Business Services divisions provided guidance and support with changes to the LCAP template and preparation of the document. OCDE Executive Cabinet provided ongoing feedback and leadership regarding the mission and vision for OCDE schools throughout the preparation of this LCAP document. Virtual meetings were held with the LCAP Committee, comprised of classified, certificated, and executive staff to strategize the development of the LCAP document and incorporate the input, suggestions, and recommendations received from all educational partners. Members of the Committee met at least monthly, sometimes weekly, with representatives from Budget Support, Title I, Title III, Foster Youth Services, English Learner Services, Special Education Services, and Student Services to review and update LCAP actions, services, and expenditures. The 2025-26 OCDE LCAP document will be posted online following approval by the California Department of Education.
School Staff in ACCESS and Connections	To increase participation among OCDE school staff in the LCAP process this year, three virtual town hall-style meetings were held in January, February, and April to provide opportunity for staff in ACCESS and Connection to contribute input on the topics of student engagement, LCAP metrics, and the needs of our unduplicated student groups. School-based teams met in person this year, allowing Principals to facilitate on-going and insightful dialogue about the needs of students. This input is reflected in the direction of our school programs as outlined in this LCAP. LCAP goals and actions and Equity Multiplier funding were frequently discussed at monthly Community of Practice

Educational Partner(s)	Process for Engagement
	meetings throughout the school year. These meetings were attended by Directors and Administrators in ACCESS. A link to an electronic survey was sent to instructional and non-instructional staff and school administrators in ACCESS in November, January, December, and February to gather input regarding school climate, professional learning opportunities, and student needs. An LCAP survey was provided to all Connections staff in January and February to gather feedback on the school program. Teachers and support staff also received updates and provided input on implementation of LCAP goals at staff meetings. Ongoing review of LCAP and the Division of Special Education Services Strategic Plan priorities was conducted during administration meetings to ensure alignment and effectiveness of initiatives.
Foster Youth Services Coordinating Program (FYSCP)	OCDE Foster Youth Services Coordinating Program (FYSCP) held quarterly network meetings with the designated Orange County LEA Foster Youth Liaisons. During the 2024-25 meetings, FYSCP provided foster youth education updates and resources, reported out on educational outcomes and LEA foster youth needs assessment results, invited OCDE Legal Counsel to provide guidance on complex situations and needs, and facilitated a panel of current and former foster youth. Due to the positive responses from last year, OCDE held a Joint Networking Meeting in December for Orange County LEAs where they were able to learn and connect with various OCDE support programs, including Foster Youth, McKinney-Vento, Child Welfare and Attendance, Community Schools, Family and Community Partnership Network, and many others. In 2024-25, FYSCP met quarterly with the FYSCP Executive Advisory Council (EAC) to address the needs and gaps for foster youth and education. The EAC consists of various collaborative partners, including the OC Juvenile Court, Child Welfare Agency, Probation,

Educational Partner(s)	Process for Engagement
	school districts, charter schools, caregivers, Court Appointed Special Advocates, current or former foster youth, and other community partners. Input and feedback from the EAC continue to drive the FYSCP goals and actions in LCAP and in their program plan reported to California Department of Education. Staff from the OCDE Foster Youth Services Coordinating Program participate in the OCDE LCAP Committee to assist in developing LCAP actions to meet the needs of foster youth in OCDE schools and throughout Orange County. In April, OCDE FYSCP launched the first session in a new cross-agency training series. Hosted by OC Juvenile Court Presiding Judge Craig Arthur in his courtroom, “Special Education – Supporting Youth in Care with Complex Needs” was presented by OC SELPA Directors. This session marked the beginning of the “Walking in Each Other’s Shoes: Cross-Agency Trainings to Strengthen Collaboration for Youth in Care” series. Developed in partnership with local school districts, SELPAs, the Social Services Agency, and the Probation Department, this initiative represents a powerful commitment to breaking down silos and improving outcomes for some of our most vulnerable students. By bringing agencies together in shared learning and dialogue, we reaffirm our collective responsibility to understand the intersecting needs of youth in care—and to rise together in meeting their needs.
Bargaining Units	Meetings were held with leadership from the Certificated Association (OCSEA) in April and the Classified Association (CSEA) in May to discuss the feedback shared by their members on the LCAP surveys, generate ideas for the use of Equity Multiplier funds for students enrolled ACC and AJH schools, and gather additional input on areas of focus that will contribute to positive student outcomes.
Community Partners	Representatives from over 40 community partners, including public agencies, community groups, and local businesses were invited to participate in All Hands on Deck, the LEA’s Community Schools Committee. During in-person meetings in October, February, and

Educational Partner(s)	Process for Engagement
	May, school administrators provided an overview of the LCAP process, goals, and actions, and highlighted LCAP-funded initiatives. During the February meeting, community partners participated in a Learning Walk to hear and see first-hand how LCAP and Equity Multiplier funds are used to provide programs and services for students and families, such as the Career Technical Education (CTE) classroom, school-based Mental Health support, Family Resource Center, parent workshops, and community-based learning experiences such as Career Success Week. This interactive experience helped generate dialog on how the school can work effectively with all educational partners to support student learning, and valuable feedback from an Observation Tool was recorded.
Public Commentary	Prior to the Orange County Board of Education meeting on June 2, 2025, written comments were submitted regarding the 2024-25 OCDE school program and the services and supports provided by the LCAP: "He strongly improved his grades. F’s to A’s &B’s and that make me super proud of my boy!" - OCDE Parent "Very resourceful as well as engaging. Teachers want to help you reach your goal of graduating and work with the students to getting to that goal." - OCDE Student "On my visits with my son, he often shares he likes school and he is doing a lot better. I also am active in my meeting case conferences with probation and will learn about my son's school progress," - OCDE Parent "[Teacher] has amazing engaging things she teaches which always aspires me to come to class happy and not bored the next day." - OCDE Student "My child's self esteem and academics have grown." - OCDE Parent

Educational Partner(s)	Process for Engagement
	"Traditional school caused too much anxiety. Here my kid can get back to focusing on learning. He is finally thriving. Thank you!!" - OCDE Parent

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

OCDE's educational partners support a continuing focus on engaging students through culturally relevant, future-ready curriculum, building capacity for all partners to work together to support learning, and enhancing school climate to promote equity and inclusion. The goals and actions in the 2025-26 LCAP were developed through an inclusive, collaborative process giving voice to students, parents, school teams, community partners, and bargaining units to address the needs of our unduplicated students while supporting the academic achievement and social-emotional growth of all students. In alignment with California's Community Schools vision, the actions of this LCAP help create the conditions, strengthen the infrastructure, and support key practices so that all students will thrive in our Community School.

GOAL 1 - INCREASE ENGAGEMENT
Building genuine, trusting relationships between home, school, and community has been identified as the most effective strategy for increasing engagement among underserved families by Harvard researcher Dr. Karen Mapp. Building trust begins the moment that families come to ACCESS or Connections to enroll their child. Our aim is to create a school climate where families feel welcome, informed, valued, and regarded as a true partner in their child's education (Goal 1 – Action 1). We want families to feel connected to teachers and school staff, empowered to participate in shared decision-making, and supported throughout their child's educational journey. We strive to create a safe, inclusive, and innovative learning environment where students can find their voice and feel a strong sense of belonging.

In Listening Circles, on surveys, and in Advisory committees, parents express interest in participating in engaging, family-friendly activities designed to support their child's educational goals. In response, the school will expand opportunities for families to participate in events and activities linked to learning such as Open House events, College and Career Fairs, Math and Literacy Nights, workshops, and conferences (Goal 1 - Action 2), and offer these activities at times that are most convenient for working families. Performances and showcases will highlight student achievement and encourage engagement, belonging, and connection. School teams will continue to seek input from parents to determine which topics are the most relevant, co-create events and activities together with them, and provide volunteer opportunities for parents and students.

More effective communication linked to learning continues to be identified as a primary need by all educational partner groups. In Listening Circles, on LCAP surveys, and in Advisory Committees, students, parents, and caregivers continue to express the need for more frequent, timely, and accessible information regarding academic progress, grades, credits, and attendance. The LEA completed the roll-out of a Parent Portal to address these needs this year (Goal 1 - Action 1), and began providing training for parents, students, and school teams. A student information systems consultant will assist the LEA with maximizing the available features of the system to leverage its full potential. Students and families also requested that the school expand the use of texting and apps to communicate information about school events and meetings. In response, OCDE launched a platform that will support two-way texting with instant translation in families' home languages (Goal

1 - Action 2), and provided training to school teams. The LEA will also maintain the use of an electronic flyer board to reach more families with information about parent meetings, community events and resources, and engagement activities at the school. When fully implemented, these communications tools will empower families with information they need to support their children's achievement.

Input shared in DELAC meetings and data from LCAP surveys continue to point to a need for more language support for families. To increase equity and access for all families, OCDE will explore the ideas of recruiting full-time Interpreters to provide language support in both the ACCESS as well as Connections programs. In addition, OCDE will increase the use of language supports through the Language Services team to provide translation and interpretation support for parents during school meetings and events (Goal 1 - Action 2). This year, a new over-the-phone interpretation service was implemented to provides instant access to a live interpreter in over 50 languages. In addition, all bilingual school staff who provide language support for families will continue to receive extensive training on protocols and best practices for interpreting and translating. These staff also have the opportunity to attend monthly Multilingual Consortium meetings as well as the Interpreters and Translators Conference to learn about locally-developed tools and resources to build their capacities.

On LCAP surveys and workshop evaluations, families affirm the benefits of parenting workshops to provide strategies for supporting mental health and coping with stress, strengthening communication, setting educational goals, fostering motivation, and encouraging pro-social behaviors (Goal 1 - Action 2). These workshops build on each family's strengths and assets, and provide a safe space where parents and guardians can support one another and build community. In 2025-26, OCDE will maintain the amount of funding to support these workshops, continue to offer them in both English and Spanish, and virtually as well as in-person (Goal 1 – Actions 2 and 4). OCDE will contract with providers to offer relevant content that addresses topics of interest and concern for students in all grade levels. These workshops principally benefit low-income families, for whom the costs of parenting workshops or academic coaches would be prohibitive, as well as families of students who are English learners, who need information about navigating the educational system presented in their home language (Goal 1 - Action 4). OCDE will also provide opportunities for parents and school staff to participate in state and local conferences, regional collaborative meetings, and workshops to learn techniques and strategies that are effective for building relationships across diverse cultural, linguistic, and economic backgrounds (Goal 1- Action 4).

Maintaining a safe and positive school climate continues to be a high priority for all educational partners, as reflected in data from the California Healthy Kids Survey (CHKS), student Listening Circles, parent, student, and staff surveys, and feedback shared during LCAP Advisory Committee meetings. To further enhance school climate, OCDE will continue to support Restorative Justice and Wellness Specialist positions (Goal 1 Action 5). Funds are also set aside for professional learning on a range of safety and wellness-related topics, such as Emotional Intelligence, trauma-informed practices, mental health support, and compassion resiliency. These actions will help create an inclusive school climate in which students feel welcome and safe, leading to increased engagement and improved attendance and academic outcomes.

ACCESS students who are experiencing homelessness face barriers to learning including food insecurity, lack of transportation, insufficient essential items such as shoes, clothing, and hygiene supplies, unreliable access to computer devices and the internet, and lack of basic school supplies. In addition, many students and families do not have the resources to travel to multiple locations to apply for state benefits, search for employment or job training, navigate the county’s housing system, or apply for student financial aid. To support the whole child and help overcome these barriers to learning, ACCESS will expand the support provided by two Family Resource Centers (FRCs) located at the Skyview Elementary and Middle School and San Juan Capistrano sites, as well as open two new Family Resource Centers at selected sites.

Open during the school day as well as afterschool and evening hours, the Family Resource Centers provide a welcoming and accessible space for families to meet with school staff and community partners and access resources, support, and essential supplies all in one location. Through a partnership with Second Harvest Food Bank OC, a Permanent School Pantry operates at both of the existing Resource Centers, providing fresh produce and grocery items, as well as infant supplies, and is open to families from all ACCESS and Connections sites. The FRCs also stock and distribute school supplies, basic hygiene supplies, and emergency clothing, provided by the school or through donations from community partners (Goal 1 - Action 6).

The two current FRCs/School Pantries combined served an average of over 150 families per week, an increase of 10 percent over the previous year. To meet this increasing need, additional LCFF funding has been designated in this LCAP to provide access to basic supplies for students and families at every ACCESS school site as well as increase the supplies available at the FRCs. Additionally, ACCESS will continue to provide bus passes to students and families (Goal 1 - Action 6) to meet transportation needs, as well as explore the feasibility of additional options using transportation providers. When students' day-to-day physical needs are met, they will be able to maintain regular attendance, focus better in the classroom, and improve learning outcomes.

In conversations with school staff, meetings with community partners, and in support workshops, families share that the long-term effects of the pandemic continue to impact mental health even after material needs have been. For students, the disruption of school routines over the past several years has caused many to experience feelings of isolation, loneliness, anxiety, and depression. These unmet mental health needs continue to be a barrier to school attendance, resulting in lost learning opportunities. The impact of chronic absenteeism is especially great for students with disabilities or who are economically disadvantaged, English Learners, Foster Youth, or students experiencing homelessness because it overlays existing challenges. To increase the school's capacity to meet the mental health needs of families and students, OCDE will continue to expand the school-based mental health services team with increased staffing (Goal 1 - Action 7). Contracts with community-based partners will also be expanded to assure that students and families' long-term needs continue to be met. In addition, to identify and address individual student mental health needs in a more proactive way, OCDE will continue to utilize a screening tool for all students (Goal 1 – Action 7).

GOAL 2 – IMPROVE PUPIL OUTCOMES
Teachers, parents, and caregivers affirm the need for one-on-one academic support to address learning loss resulting from the residual effects of the pandemic, especially for our unduplicated student groups. To increase this support, OCDE will recruit additional instructional staff to provide tutoring for students to raise achievement in English Language Arts, Mathematics, and other core academic subjects. Tutors will provide assistance in basic as well as advanced skills, and will also engage students in challenging enrichment activities to foster motivation (Goal 2 – Action 1). Tutoring staff will participate in on-going professional development and receive individual coaching to build their knowledge of effective instructional skills and methods. Increased transition support will also be provided to meet the needs of Foster Youth residing in Short-Term Residential Treatment Programs (STRTPs) and adjudicated youth (Goal 2 - Actions 4 and 6). These student groups have faced a variety of challenges affecting academic progress, such as multiple school placements, truancy, and mental health needs. With individually tailored, one-on-one academic assistance, students will experience success, leading to improved attendance and behavior as they begin to take ownership of their educational path.

All educational partners recognize the importance of expanded learning opportunities to increase student engagement and support pro-social development. In Listening Circles and in LCAP Advisory Committee meetings, students expressed strong interest in more opportunities to

engage in community-based learning opportunities, such as career exploration, college readiness, financial literacy, visual and performing arts programs, field trips to museums, nature preserves, historic and cultural sites, and recreational and sports activities. In response to this feedback from students and families, in 2025-26, OCDE will develop afterschool programming at selected sites to offer a variety of opportunities for students in areas of high interest. Community-based learning experiences, such as Career Success Week, Library Link, field trips, and other activities will supplement this programming and extend classroom learning (Goal 1 – Action 3 and Goal 2 - Action 2). Based on participant feedback and attendance data, OCDE anticipates that these activities will increase attendance, engagement, and student achievement.

The EL Parent Advisory Committee continues to voice the need to increase support for English Learners as well as Long Term English Learners (LTELs). To enhance instruction for these students, OCDE staff who will provide targeted support for these groups, and LCAP funds will also support the costs of curriculum, supplemental materials, educational technology, reading books, and literacy software (Goal 2 - Action 5 and 8). Families will also be supported with access to literacy materials and linkage to community resources. When EL and LTEL students have more individualized opportunities to learn in a welcoming, inclusive environment specifically tailored to their needs, they will make more rapid academic progress and will experience greater success when transitioning to regular classrooms, leading to improved outcomes.

Supported by educational partners in meetings and on surveys, OCDE's Career Technical Education (CTE) program will be expanded during the 2025-26 school year. LCAP funds will continue to support existing CTE staff in ACCESS to develop career pathways, implement career education courses, and coordinate with community colleges to assure course articulation (Goal 2 - Actions 7 and 9). This action will also continue to fund training for staff to assure their knowledge and skills remain current as technology advances continue to inform the local job market. New instructional materials and supplies will also be purchased to keep the CTE classrooms equipped with emerging technology. Students will learn and practice professional and technical skills related to specific career paths through project-based learning, internships, and work-based learning opportunities, while developing key skills such as critical thinking, creativity, collaboration, and communication. This personalized learning approach will empower students with skills, resilience, and confidence they need for college and career readiness and success.

GOAL 3 – MAINTAIN CONDITIONS OF LEARNING
Safe, accessible, modern, and welcoming facilities are of primary importance to all educational partners, as indicated in surveys and in advisory groups. With the opening of two new school buildings during the 2022-23 school year, OCDE realized a long-term plan to create hubs for the Alternative Education Division (ACCESS), allowing the school to concentrate support services in centralized locations to more effectively serve students and families. The new buildings include features such as a CTE classroom, a digital media lab, a Wellness Space, a Family Resource Center, a Permanent School Pantry, an outdoor recreational space, and a fully-equipped commercial kitchen. Work has also begun on a school garden. OCDE will assure that all school buildings are well-maintained in accordance with state and local regulations, and monthly safety reports are completed (Goal 3 - Action 1). Funds in the LCAP will support facilities staff, building maintenance, vehicles, and supplies. Safe and welcoming environments greatly contribute to positive school climate, leading to improved academic outcomes.

Survey results from ACCESS and Connections staff affirm that adopted curriculum and assessment programs provide access to a broad course of study, and are effective in assisting students to meet challenging state standards. This year, OCDE collected community input on a new Ethnic Studies Curriculum to be piloted during the 2025-26 school year. Existing curriculum, such as Imagine Learning (formerly Edgenuity), ST Math, and iReady will continue to be funded the LCAP (Goal 3 - Action 2). OCDE will also continue to support a digital library

of 80,000 audio recordings and electronic versions of a wide range of titles, including classics, young adult novels, and popular non-fiction books. Students may access the digital library from school or home, and may use the recordings for school assignments as well as for recreation. The electronic format allows students with disabilities to access the text through though specialized fonts, larger type, and enhanced contrast.

Input from all educational partner groups identify student welfare and regular school attendance as a priority. To support all students and to provide leadership for LEA initiatives to improve student attendance, OCDE hired a Child Welfare and Attendance Administrator (Goal 3 - Action 3). Through ongoing communication with partnering school districts, the CWA team will support students who have been expelled to assure a successful return to their districts of residence or graduation from an ACCESS school. Moreover, the CWA team will focus efforts to decrease truancy and chronic absenteeism through a data-driven, collaborative approach, working closely with the Attendance and Records office, teachers, and site-level school staff to identify and support students who are not maintaining regular attendance.

High quality, relevant professional learning opportunities is an on-going need identified by both instructional and non-instructional ACCESS and Connections staff. Targeted professional development for staff working with unduplicated pupil groups is essential to improve instruction and increase student achievement. Providing staff with time to learn about the needs of identified student groups, explore best practices that build upon students' strengths and assets, and collaborate with peers will enhance their ability to support learning goals and bridge implementation gaps, principally benefiting English learners, low-income students, and foster youth, as well as raising the achievement of all students. Therefore, OCDE will provide training, materials, and resources in the areas most requested, including educational technology in the classroom. LCAP funds will also support attendance at conferences and professional learning opportunities focused on best practices for supporting students who are English Learners, Socioeconomically Disadvantaged, Foster Youth, and experiencing homelessness (Goal 3 - Action 6).

GOAL 4 – IMPLEMENT THE EQUITY MULTIPLIER INITIATIVE FOR ACC
The combination of high mobility rates and percentage of socioeconomically disadvantaged students in ACC schools creates significant barriers for student achievement. When students transfer schools frequently, learning continuity is disrupted, and students may fall behind their peers. To address equity gaps for these students, OCDE consulted with educational partners representative of these groups throughout the year to gain insight on what supports and services would have the greatest impact on student success.

In Listening Circles, students expressed the need for engaging learning opportunities that prepare them for future college and career success. Similarly, parents and caregivers want students to develop the technical skills needed to enter the modern workforce, sharing this feedback in meetings and on surveys. In response, OCDE will enhance instruction by creating more student-centered, inquiry-driven learning environments. These future-ready classrooms will engage students with hands-on, project-based learning opportunities to allow students to explore their interests, build on their strengths, and learn advanced technical skills. Through projects such as podcasts and digital media art, students will engage with their peers in cooperative learning experiences that will allow them to express their creativity while learning advanced technical skills. Moreover, students will explore issues in the community that are meaningful to them, thereby developing their voice as citizens in our democracy (Goal 4 - Action 1).

To support improved system practices and enhance student learning, effective and efficient system practices will strengthen and promote equity by ensuring that resources and supports are consistently allocated and implemented with fidelity across school sites. To ensure adequate instructional staffing in ACC schools, OCDE will employ new methods to recruit additional substitute instructional staff to address

needs expressed by teachers and administrators. OCDE will also provide enhanced professional development opportunities to ensure that instructional staff are knowledgeable about culturally relevant and linguistically responsive teaching, Universal Design for Learning (UDL), Positive Behavior Intervention and Supports (PBIS), and other best practices within the Multi-Tiered Systems of Support (MTSS) Framework. Additionally, school-to-home communication documents will be updated to ensure clear and consistent information is shared with families, enhancing their engagement and support for student learning (Goal 4 - Action 2).

Teachers, administrators, and parents consistently value community partnerships in feedback on surveys and in advisory groups. Community partnerships support equity through enrichment programs, community-based learning opportunities, vocational training, internships, mentoring, and wraparound services for students. To provide additional expanded learning opportunities to ACC students, OCDE will enhance collaboration with community partners through new programs and activities (Goal 4 - Action 3). By strengthening the ties between the school and the broader community, OCDE will promote mutual understanding, cooperation, and collective responsibility for the well-being and success of its ACC students, in alignment with the vison of the California Community Schools Partnership Program grant and Community Engagement Initiative (CEI).

Students and families share that individualized academic assistance greatly enhances learning, yet students are not always able to access these supports due to limited availability of staff. In response, OCDE has increased instructional staffing throughout ACC, providing more equitable support for students (Goal 4 - Action 4). Expanding the instructional team allows ACC to provide more a more personalized program of instruction for each student, building on strengths and interests while addressing individual academic needs, allowing students to reach their academic and career goals.

GOAL 5 – IMPLEMENT EQUITY MULTIPLIER INITIATIVES FOR ACCESS JUVENILE HALL SCHOOL (AJH)
Youth in care enrolled in AJH face complex personal and societal challenges that hinder their educational attainment and overall wellbeing. Many AJH students have a history of Adverse Childhood Experiences (ACEs) that can profoundly affect their cognitive development and emotional well-being. Additionally, when students transfer frequently between schools, learning continuity is disrupted, and students often fall behind their peers. To address equity gaps for AJH students, OCDE consulted with educational partners representative of these groups throughout the year to gain insight on what supports and services would have the greatest impact on student success.

In AJH Listening Circles, students expressed the need for engaging learning opportunities that also prepare them for success outside the institution. Similarly, parents and caregivers want students to learn the technical skills needed to enter the modern workforce, sharing this feedback in advisory groups and on surveys. To the extent possible within the restrictions of the institution program, OCDE will enhance instruction by creating more student-centered, inquiry-driven learning opportunities to foster critical thinking, problem-solving, and digital literacy skills. Creating future-ready learning environments for youth in care is essential for students to successfully reintegrate into society and experience long-term success. OCDE recognizes that education plays a pivotal role in breaking the cycle of recidivism by equipping youth with the skills and knowledge needed to pursue positive pathways (Goal 5 - Action 1).

Effective and efficient systems practices promote equity by assuring that resources and supports are implemented with fidelity and allocated consistently across school sites. To assure adequate instructional staffing in AJH schools, OCDE will recruit additional teaching and paraeducator staff, addressing needs expressed by teachers and administrators. OCDE will also provide enhanced professional development opportunities to assure that AJH instructional staff are knowledgeable about culturally relevant and linguistically responsive

teaching, Universal Design for Learning (UDL), Positive Behavior Intervention and Supports (PBIS), and other best practices within the Multi-Tiered Systems of Support (MTSS) Framework (Goal 5 - Action 2).

Collaborations with community partners play a crucial role in improving the educational attainment of youth in care, and feedback from teachers, administrators, parents, and caregivers is consistently positive. These strategic partnerships support equity by providing enrichment programs, community-based learning opportunities, vocational training, internships, mentoring, and wraparound services. Leveraging the expertise, resources, and networks of these community partners, OCDE will develop new programs and activities to support the successful re-integration of youth in care back into the community (Goal 5 - Action 3). By strengthening the ties between the school and the broader community, OCDE will promote mutual understanding, cooperation, and collective responsibility for the well-being and success of AJH students.

In Listening Circles, on surveys, and in advisory groups, students and families share that individualized academic assistance greatly enhances learning, yet students are not always able to access these supports due to limited availability of staff within the confines of the institutional setting. In response, OCDE will increase instructional staffing throughout AJH, providing more equitable support for students (Goal 5 - Action 4). Expanding the instructional team will allow AJH to provide more a more personalized program of instruction for each student, building on strengths and interests while addressing individual academic needs, equipping students for a successful transition back 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 foundation for student success in welcoming, supportive, and inclusive school environments. The framework offers all students engaging programs, personalized instruction, and opportunities in school communities that support respect, cultural appreciation, and inclusivity. By prioritizing responsive involvement, educational partners play a crucial role in enhancing engagement and improving student outcomes, including English language proficiency, attendance rates, and social-emotional well-being, through customized 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.

OCDE's LCAP includes a dedicated goal focused on engagement, aimed at actively strengthening student and family involvement by creating school environments that are welcoming, secure, and provide equitable access to supports and services. This goal is grounded in the principles of equity, engagement, and innovation, ensuring that every student and family has the opportunity to thrive academically, socially, and emotionally. This focus is supported by data showing positive trends and areas where continued effort can lead to even greater connection and resilience.

In a recent LCAP survey, student perceptions of cultural diversity and inclusion are improving at AJH, and parent participation in LCAP surveys, while still growing, showed an increase across ACCESS schools. The number of family engagement opportunities offered has risen in both ACCESS (from 336 to 358) and Connections (from 66 to 80).

Furthermore, attendance rates across all student groups, including English Learners and Homeless students, have increased, indicating more students are present and available to participate in learning. OCDE's overall graduation rates are also showing positive movement, with a significant increase at Connections, and ACCESS graduation rates improving across various student groups. Additionally, more ACCESS parents are engaging directly with teachers to discuss their child's progress.

Due to the nature of our alternative education programs, OCDE experiences high student turnover and rolling enrollment throughout the year. Unlike traditional settings, where student progress is tracked by cohorts over multiple years, our metrics often reflect entirely new groups of students each school year. This limits our ability to show longitudinal growth, but it does not diminish the importance of our ongoing efforts to support student resilience and achievement.

For this reason, engagement remains a top priority, enabling us to build meaningful relationships quickly, respond to student needs efficiently, and create a supportive learning environment where students can thrive, regardless of the length of their enrollment. The actions described in this goal are informed by input from our educational partners, best practices, and the unique needs of the students we serve. These outcomes reflect promising progress, and the engagement goal is essential to sustain this momentum, build on these successes, and ensure that all students and families feel meaningfully connected, supported, and empowered to succeed within the OCDE school programs.

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

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: 55% (Source: LCAP Survey)	ACC: Decreased by 2% pts AJH: Increased by 13% 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: 40% Connections: 30% (Source: LCAP Survey Results/Title I)	ACCESS: Increased 4% pts Connections: Decreased by 6% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(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 (Source: Multilingual Student Services office/2023-2024)	ACC: 115 parents of ELs AJH: 8 parents of ELs OCCS: 0 Connections: 0 (Source: Multilingual Student Services office)		ACC: 150 parents of ELs AJH: 15 parents of ELs OCCS: 5 parents of ELs Connections: 4 parents of ELs (Source: Multilingual Student Services office)	ACC: Decreased by 22% AJH: Decreased by 29% OCCS: Maintained: 0% difference Connections: Maintained: 0% difference (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)		ACC: 35 parents of ELs AJH: 5 parents of ELs (Source: Multilingual Student Services office)	ACC: Decreased by 10 AJH: Decreased by 1 (Source: Multilingual Student Services office)
1.5	Number of parent/guardian events, trainings, and/or	2023-24 Family Engagement Activities, to date:	2024-25 Family Engagement Activities, to date:		ACCESS: 350 Connections: 75	ACCESS: Increased by 16% Connections: Increased by 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities to facilitate family involvement.	ACCESS: 336 Connections: 66 (Source: Title I and Connections Office/ 2023-2024)	ACCESS: 399 Connections: 80 (Source: Title I and Connections Office/ 2024-2025)		(Source: Title I and Connections Office)	(Source: Title I and Connections Office)
1.6	Attendance Rate: All, English Learners, and Homeless	2022-2023 attendance rate: All: 77.76% EL: 73.01% HL: 63.24% (Source: 2022-2023 CALPADS 14.2)	2023-2024 attendance rate: All: 79% EL: 76% HL: 68% (Source: 2023-2024 CALPADS 14.2)		All: 80% EL: 80% HL: 75% (Source: CALPADS 14.2)	All: Increased 1.24% pts EL: Increased 2.99% pts HL: Increased 4.76% pts (Source: CALPADS 14.2)
1.7	Dashboard Chronic Absenteeism Rate (TK-8th only) ACCESS schools and CONNECTIONS overall rate and in the following TK-8th grade student groups: EL FY HL LI SWD	ACCESS: All: 52.3% EL: 56.7% FY: 35.9% HL: 64.8% LI: 50.8% SWD: 42.6% Connections: All: 30.3% EL: 40.2% FY: 21.4% HL: 0% LI: 27.7%	ACCESS: All: 38% EL: 53% FY: 23% HL: 68% LI: 46% SWD: 33% LTEL: 57% * Connections: All: 45% EL: 54% FY: 0% HL: 0% LI: 46%		ACCESS: All: 40% EL: 40% LTEL: 40%* FY: 30% HL: 45% LI: 40% SWD: 30% Connections: All: 25% EL: 35% FY: 18% HL: 0% LI: 20%	ACCESS: All: Decreased 14.3% pts EL: Decreased 3.7% pts FY: Decreased 12.9% pts HL: Increased 3.2% pts LI: Decreased 4.8% pts SWD: Decreased 9.6% pts LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 30.3% (Source: 2023 CA Dashboard)	SWD: 45% LTEL: 50% * (Source: 2024 CA Dashboard) * New student group in 2024		SWD: 25% LTEL: 35%* (Source: CA Dashboard) *New student group in 2024	Connections: All: Increased 14.7% pts EL: Increased 13.8% pts LTEL: N/A FY: Decreased 21.4% pts HL: Maintained at 0% pts LI: Increased 18.3% pts SWD: 14.7% pts (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%	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%		OCDE All: 1.0% ACC All: 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%	OCDE All: Decreased .1% pts ACC All: Decreased 1.1% pts EL : Decreased .9% pts SWD : Decreased 1.7% pts LTEL: N/A LI: Decreased by .3% FY: Decreased 4.6% HL: Decreased .5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0% LI: 0% FY: 0% HL: 0% Connections: 0.5% EL: 0% LI: 1% FY: 0% HL: 0% (Source: 2023 CA Dashboard)	OCCS: 0% 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		OCCS: 0% 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) * New student group in 2024	AJH: Increased 2% pts EL: Increased 1% pts LTEL: N/A LI: Increased 2% pts FY: Increased .5% pts HL: Increased 5% pts OCCS: Maintained at 0% EL: Maintained at 0% LTEL: Maintained at 0% LI: Maintained at 0% FY: Maintained at 0% HL: Maintained at 0% Connections: Decreased .5% pts EL: Maintained at 0% LTEL: N/A LI: Maintained at 1% FY: Maintained at 0% HL: Maintained at 0%

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% EL: 51.2%	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% * AJH All: 35%		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% ACC All: 60% EL: 60% FY: 60% Hisp: 60% HL: 60% LI: 60% SWD: 60% Wh: 60% LTEL: 60% * AJH All: 60%	4/5 Year Cohort (Traditional School) Dashboard Accountability Methodology: OCDE All: Increased .8% pts EL: Increased 3.4% pts FY: Decreased 8% pts Hisp: Increased .1% pts HL: Increased 3.8% pts LI: Increased 2.3% pts SWD: Increased 1.3% pts Wh: Increased .4% pts As: Decreased 1.3% pts LTEL: N/A ACC All: Increased 2% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) OCDE (Combined School Rate)	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 LTEL: Less than 11 students; Data not displayed		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 Grad Rate- (prior Dashboard calculation for alternative	EL: Increased 8.1% pts FY: Decreased 8.9% pts Hisp: Increased 1.9% pts HL: Increased 5.7% pts LI: Increased 3% pts SWD: Maintained at 50% Wh: Decreased 4.2% pts LTEL: N/A AJH All: Decreased 5.8% pts EL: Decreased 14.2% pts Hisp: Decreased 16.9% pts LI: Decreased 5.8% pts SWD: Decreased 9.6% pts LTEL: N/A FY: Decreased 4.7% pts HL: Decreased 12.7% pts OCCS: All: Decreased 3.2% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	(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		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 2024	LI: Decreased 3.4% FY: N/A EL: Data not Available (Small cohort) HL: Data not Available (Small cohort) LTEL: Data not Available (Small cohort) CONNECTIONS: All/SWD: Increased 17% pts LI: Increased 15.5% pts FY: Data not Available (Small cohort) EL: Data not Available (Small cohort) HL: Data not Available (Small cohort) LTEL: Data not Available (Small cohort) (Source: CA Dashboard- Combined School Data)

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: EL: Increased 2% pts FY: Decreased 10% pts HL: Increased 7% pts LI: Increased 3% pts SWD: Increased 2% pts LTEL: N/A (Source: CA Dashboard Additional Reports)
1.10	LEA Middle School Drop Out Rate	All Students: 10% HL: 1% LI: 5% SWD: 0% EL: 2%	All Students: 12% HL: 0% LI: 8% SWD: 4% EL: 3%		All Students: 8% HL: 0% LI: 3% SWD: 0% EL: 1% FY: 1%	All Students: Increased 2% pts HL: Decreased 1% pts LI: Increased 3% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: Not publicly reported due to small cohort size (Source: Aeries/SIS Report, CALPADS information Day 2023-2024)	FY: Not publicly reported due to small cohort size (Source: Aeries/SIS Report, CALPADS information Day 2024-2025)		(Source: Aeries/SIS Report)	SWD: Increased 4% pts EL: Increased 1% pts FY: Not publicly reported due to small cohort size (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 (Source: Aeries/SIS report, CALPADS information day 2023-2024)	All Students: 18% HL: 3% LI: 16% SWD: 2% EL: 6% FY: Not publicly reported due to small cohort size (Source: Aeries/SIS report, CALPADS information day 2024-2025)		All- 12% HL- 1% LI- 10% SWD- 0% EL- 4% FY: 1% (Source: Aeries/SIS report, CALPADS information day)	All Students: Maintained at 18% HL: Increased 1% pts LI: Increased 1% pts SWD: Increased 2% pts EL: Maintained at 6% FY: Not publicly reported due to small cohort size (Source: Aeries/SIS report, CALPADS information day)
1.12	LEA Expulsion Rate	All: 0% EL: 0% LI: 0% FY: 0%	All: 0% EL: 0% LI: 0% FY: 0%		All: 0% EL: 0% LI: 0% FY: 0%	Maintained at 0%- Met Target EL: Maintained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2022-2023 DataQuest)	(Source: 2024-2025 DataQuest)		(Source: DataQuest)	LI: Maintained at 0% FY: Maintained at 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)		80% (Source: LCAP Survey)	Increased 8% pts (Source: LCAP Survey)

Goal Analysis [2024-25]

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.

An analysis of the actions proposed under OCDE LCAP Goal 1 for the 2024–25 school year shows strong alignment between the planned initiatives and their actual execution. The intent of Goal 1 is to strengthen student and family involvement in the educational process by promoting school environments that are welcoming, secure, and offer equitable access to supports and services. Efforts for the 2024–25 academic year were designed to reflect this goal through expanded student services, increased family engagement initiatives, and a wider range of opportunities for students to participate in both co-curricular and extracurricular activities.

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

Successes: Computer workstations have been set up at school offices to give parents access to Parent Portal and online resources, and the number of parents accessing their child's assessment information data online in the portal continues to grow. With the expanded use of Parent Square in the 2024-25 school year, families are also more aware of school updates and events. This greater sense of home-school connectedness revealed itself in an overall decline in Chronic Absenteeism for grades TK-8 in ACCESS (52.3% in 2023-24 to 38% in 2024-25) and in Connections, the number of chronically absent TK-8th grade foster youth dropped significantly from 21.4% in 2023-24 to 0% in 2024-25. OCDE schools also experienced a slight reduction in the number of school suspensions across the LEA (2.1% to 2%), which speaks to the relationships the school is building with the families to keep students in school and productive.

Challenges: Due to technical issues, the rollout of additional student data visible in the Parent Portal was delayed, and parents indicate they are looking forward to information in the portal being more robust. Despite efforts to support positive attendance, TK-8 student subgroups in Connections experienced an increase in chronic absenteeism, due in large part to the health needs of this unique population of medically-fragile students.

To better support the districts who send students to ACCESS, the ACCESS Attendance and Records department is developing an internal student dashboard to give districts access to their students' attendance and progress toward graduation, which will allow for greater partnership with our referring districts in support of student achievement.

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

Successes: Families had more opportunities to partner with our school through additional evening parenting workshops, increased school day engagement activities on campus, and expanded roles in shared decision-making. Our schools also began offering expanded child care services during evening parent workshops to include structured, educational games, enhancing support for families and allowing for greater participation.

Challenges: OCDE continues to work toward building dual capacity between the school and the family. The partnership between home and the school is built through trust established over time. The high non-stability rate of OCDE students means that many of our students are only with us for a short time, which makes it challenging to build rapport with families.

OCDE has committed resources to creating powerful school communities where our educators see partnerships with the families as an essential practice, and families are engaged as co-creators and valued members of the school team who serve as advocates, monitors, and supporters.

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

Successes: Educational field trips, art classes, and STEAM workshops provided students with engaging and enjoyable experiential learning opportunities. Increased attendance on extended learning days demonstrated how much students valued these activities being made available to them.

Challenges: OCDE students often attend school in non-traditional learning environments or have individualized school schedules which can make it challenging to organize extended leaning activities at times and places that are accessible to everyone. Without reliable transportation or flexible schedules, some students may be not have equitable access to these opportunities.

To allow more students to participate in these supplemental learning activities, OCDE will provide transportation for students from smaller sites that are unable to accommodate extracurricular programming to larger sites that are equipped to host these events, ensuring more equitable access for all students

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

Successes: DELAC and other family-focused activities have helped build stronger partnerships between schools and families of English Learners. These efforts increased family engagement and provided essential school information, leading to better support for students at home and improved academic outcomes. As a result, English Learners feel more connected and supported in their education, as reflect in the increase in the 4/5 year cohort graduation rate for students who are English Leaners in OCDE schools (41.6% in 2023-24 to 45% in 2024-25).

Challenges: Due to staffing shortages this school year, we were limited in the number of events we were able to offer for our EL families. However, we recognize the importance of these opportunities and remain committed to expanding them in the future as capacity allows.

As vacant positions are in the process of being filled, we are confident that we'll be able to offer a greater number of meaningful engagement opportunities for EL families in the 2025–26 school year.

Goal 1 - Action 5: Healthy and Positive School Environments

Successes: Providing a safe and supportive learning environment for students where they can thrive academically, socially, and emotionally is a priority for OCDE schools. LCAP survey results revealed that 89% of parents in the ACCESS program felt the school was a safe place for their child, and 79% of students indicated they feel safe at school. A strong majority of students also report feeling connected to their school community, which is demonstrated in an increase in positive behavior and the decline in the number of suspensions this school year.

Challenges: While we are committed to doing everything we can to keep our schools safe, we recognize that factors beyond our control, such as the level of safety in the surrounding communities, also impact our students and staff. Therefore, OCDE continues to collaborate with local partners to support safety both on and off campus.

OCDE is actively exploring additional site safety measures that are practical and feasible to implement across our school sites to further enhance the well-being of our school communities.

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

Successes: The Family Resource Centers (FRCs) within ACCESS remain committed to supplying families with vital food and necessities that promote student health and success. The more than 150 ACCESS families who visited the centers each week valued the chance to choose the items they needed in clean, market-style setting that are maintained and supervised by short-term staff hired through OCDE to ensure these spaces stay welcoming and well-organized.

Challenges: As the need for donated items continues to grow across communities in Orange County, the demand for providers who supply these essential goods has significantly increased. Many of these providers are stretched thin, working hard to meet the needs of multiple organizations and families simultaneously. As a result, their inventories can become depleted more quickly than anticipated, creating periods when access to much-needed food, clothing, and hygiene products is limited.

To address this need, the Family and Community Engagement Team continuously seeks new partnerships, maintains strong relationships with existing donors, and explores innovative ways to supplement resources to ensure that families continue to receive consistent and reliable support. The feasibility of adding two additional FRCs in the 2025-26 school year is also being evaluated.

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

Successes: The tiered model of support services provided by OCDE's school-based mental health staff allowed the team to effectively triage student needs, offering basic support to some while delivering more intensive interventions to others. This individualized approach contributed to a reduction in the chronic absenteeism rate among K–8th grade students with disabilities in ACCESS, decreasing from 42.6% to 33% over the course of the school year. Behavior suspensions across OCDE schools also saw a slight decline, from 2.1% to 2%. Additionally, OCDE's overall 4- and 5-year cohort graduation rate increased from 47.2% to 48%, with the subgroup of students with disabilities experiencing a notable 1.3 percentage point gain.

Challenges: A high non-stability rate in two of OCDE's school programs, ACC and AJH, continues to present a critical challenge for the mental health team. The frequent turnover of students, with many entering and exiting the programs within short timeframes, limits opportunities for consistent engagement, relationship-building, and sustained intervention. As a result, it becomes difficult to implement deeper, evidence-based strategies that require ongoing participation to yield measurable outcomes.

To address this challenge, the team has prioritized developing flexible, high-impact interventions that can be delivered quickly and effectively, while also exploring system-level strategies to strengthen student stability and continuity of care across programs. In addition, OCDE educators will receive trauma-informed training to better understand and respond to the unique needs of students experiencing frequent transitions, which will help to create more supportive, resilient learning environments that promote both academic and emotional growth.

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

Successes: OCDE's efforts by School Counselors to increase family engagement have included targeted meetings to support student transitions, providing parents with opportunities to ask questions, access information about financial aid, and explore post-secondary pathways for their children. This intentional focus on parent engagement, in conjunction with direct academic counseling support to students, has yielded measurable results. In the most recent LCAP survey, 78% of ACCESS parents reported discussing their child's education and academic progress with their child's teacher, reflecting an 8% increase from the 70% reported last year. This growth in parent-school communication correlates with positive student outcomes, including a slight improvement in OCDE's 4- and 5-year cohort graduation rate, suggesting that as parents and students become more informed and involved, students are more likely to stay engaged, persist in their education, and begin to envision their future success.

Challenges: The methodology of reporting a 4- and 5-year cohort graduation rate (48% reported for all OCDE students) continues to be a challenge for OCDE schools where our student population enters and exits frequently, and we are not able to maintain a numerically significant 4-5 year cohort by which we are measured.

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

Successes: Students with disabilities in the ACCESS program experienced a significant decline in chronic absenteeism among TK–8th grade students, with rates dropping from 42.6% to 33% over the course of the school year. This substantial improvement highlights the effectiveness of the targeted services, interventions, and supports provided to this population. This decline also underscores the critical role educators and support staff play in providing a welcoming, supported environment where students feel valued, connected, and motivated to engage in their learning. Through a combination of individualized supports, strengthened school-home communication, and a commitment to addressing barriers to attendance, the ACCESS program continues to demonstrate meaningful progress in improving outcomes for students with disabilities.

Challenges: Chronic absenteeism among TK–8th grade students with disabilities in the Connections program increased from 30.3% last year to 45% this year. While this rise is concerning, it is important to recognize that this population faces unique and complex challenges that require intensive, individualized support.

Addressing the needs of students with disabilities will continue to be a priority, with a focus on strengthening interventions, enhancing family engagement, and providing targeted resources to help improve attendance and overall student well-being.

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.

Goal 1 - Action 1: Increased Communication for All Educational Partners
This action was implemented as planned.

Goal 1 - Action 2: Family Engagement to Close Equity Gaps
Proactive program adjustments and slightly lower event costs allowed for a more efficient use of funds while still supporting family engagement outcomes.

Goal 1 - Action 3: Extended Learning Opportunities to Close Equity Gaps
This action was implemented as planned.

Goal 1 - Action 4: Extended Learning Opportunities Principally Benefitting Students who are English Learners and their Families
The cost of contracts for EL parenting workshops exceeded initial projections due to the strong interest and participation from families. The workshops were highly popular, reflecting the critical need for family engagement and support in student learning. This increased investment allowed us to meaningfully strengthen partnerships with families, empower parents with tools to support their children's academic success, and promote greater equity in educational access.

Goal 1 - Action 5: Healthy and Positive School Environments
Supply costs were higher than anticipated due to increased student needs and expanded efforts to maintain a healthy, positive school environment. Additional materials were necessary to support wellness initiatives, promote safety, and replace items more frequently to

ensure a supportive climate. Staff expenditures in this action were also higher than anticipated due to retroactive salary increases following a comprehensive maintenance and compensation study of staff positions.

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
Staffing vacancies took longer to fill than anticipated, and we were able to leverage alternative funding sources to cover service costs and maintain consistent access for students. This approach allowed us to minimize service disruptions while using LCAP funds responsibly and strategically.

Goal 1 - Action 8: Specialized Support Services for Successful Transitions
Staff expenditures in this action resulted in higher than anticipated costs due to retroactive salary increases following a comprehensive maintenance and compensation study of staff positions.

Goal 1 - Action 9: Mental Health Services for Students with Disabilities
Due to longer-than-expected timelines in filling staff vacancies, expenditures for this action were lower than projected. With hiring efforts progressing, we are strategically aligning remaining funds to fully support program implementation and sustain positive outcomes for students with disabilities.

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

Goal 1 aims to enhance engagement among families, students, and educational partners to support positive student outcomes. A central challenge in achieving this goal is the high level of student mobility and short-term enrollments within our programs, particularly in ACC and AJH. These schools serve highly mobile student populations, many of whom are enrolled for brief periods before transitioning to another educational setting.

Despite these challenges, the actions implemented under Goal 1 (1-1 through 1-9) have demonstrated effectiveness in several key areas. During the 2024–25 school year, schools within OCDE expanded efforts to reach families, increasing the number of meaningful school engagement events—both ACCESS and CONNECTIONS hosted more family events than the previous year. These increases reflect a concerted effort to create accessible, welcoming school environments that foster meaningful and collaborative relationships with students and families, even during short-term enrollments. As a result of these effective actions, the overall attendance rate improved for all students, including English Learners and homeless students.

Additionally, chronic absenteeism, as measured on the California Dashboard in grades TK–8, decreased in ACCESS for all students, as well as for English Learners, Foster Youth, Low-Income students, and Students with Disabilities. Conversely, there was an increase in chronic absenteeism in CONNECTIONS for all students, including English Learners, Low-Income students, and Students with Disabilities. These

outcomes suggest that, even in context of supporting high mobility, proactive partnerships between schools and families can help stabilize student engagement within the limited time available. While there is still progress to be made, these actions have shown a high level of effectiveness and will continue to be implemented to expand the positive outcomes we have observed across many student groups.

Additional actions in Goal 1 have also aimed to enrich the student experience, regardless of the length of their enrollment. By focusing on the development of engaging, relevant, and supportive learning environments, suspension rates have remained low, and the graduation rate for a significant majority of our student groups has increased. Both of these important metrics reflect the high level of effectiveness of Goal 1 actions.

While not all metrics tied to Goal 1 reflected the anticipated growth, the actions taken remain significant and valid—particularly when serving students for whom every day of support is critical. The frequent transition of students in and out of programs demands immediate, responsive strategies that may not always yield long-term data but still provide essential short-term impact. Strengthened communication, increased family involvement, and intentional relationship-building—even within limited timeframes—are meaningful investments in student stability and long-term success. OCDE remains committed to maintaining and refining these actions, recognizing that for students experiencing high mobility, even short-term engagement can lay the foundation for sustained academic and social-emotional progress.

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.

- The LTEL subgroup was added to the metrics for TK-8th grade Chronic Absenteeism (1.7) , Suspension Rate (1.8), and Graduation Rate (1.9).
- Added Low Income, Foster Youth, Homeless, and EL subgroups to metric 1.8 for AJH and OCCS, and added Low Income, Foster Youth, and Homeless subgroups to ACC
- Added EL, Low Income, and Foster Youth subgroups to metric 1.9 for AJH, OCCS, and Connections
- In metric 1.9, added Foster Youth and Homeless to AJH, and added Low Income, Foster Youth, EL, and Homeless to OCCS and Connections
- Added Foster Youth subgroup to metrics 1.10 and 1.11
- For space considerations in the 2025-26 Metrics, we are abbreviating the names of student groups. A legend has been provided in each section.
- LREBG funds were allocated to Goal 1 – Actions 1, 2, 5, and 9 to enhance the implementation of these actions and further support their 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
1.1	Increased Communication for All Educational Partners	Family, student, and partner engagement through LCAP surveys, Listening Circles, and Advisory Committees reveals the need for timely and accessible information. The Parent Portal allows a venue for ongoing monitoring of student attendance and academic progress. We will ensure all students, families, and district partners have access to pertinent student information in a variety of formats, such as Parent Portal, home-school messaging systems, and an online dashboard. We will provide trainings on the use of these systems and offer computer stations for families to use in school offices to increase access. Through the Parent Portal and increased use of messaging, parents and students will be able to track daily attendance, receive important school announcements, monitor assignment completion, and raise awareness of school events to support families and students. By empowering families and students with these tools, OCDE will foster a culture of active involvement and advocacy for student achievement. We believe that this proactive approach will result in improved attendance rates and increased high school completion for all students, ultimately leading to greater success in their academic journeys. Note: LREBG funds in the amount of $121,581 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.	$915,363.00	No
1.2	Family Engagement to Close Equity Gaps	Parent feedback reflects their interest in participating in inclusive school events that offer meaningful connections between families and their child's	$950,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher and provides school information and resources to support positive student outcomes. This is especially true for the families of our students have disabilities and students who are English learners, foster youth, and SED for whom engagement between the school and the home historically has been less accessible due to barriers including scheduling conflicts, the lack of transportation and child care, and the inability to interact with school staff in their home language. To address this, we provide improved interpretation services to ensure effective communication with all families. We will also provide students and their families with transportation assistance via bus passes and more opportunities to participate in multi-lingual activities scheduled at a variety of times, such as parenting workshops and parent/school information sessions, that ensures accessibility for all and offers parents and students the knowledge necessary to navigate the educational system and to advocate for student needs. We are also increasing the budget to support staff attendance and participation at those events that occur outside the work day. Family engagement will lead to increased attendance, engagement, and academic achievement for students. Through these collaborative efforts, we strive to create an environment where every student and family feels valued, supported, and empowered to succeed. Note: LREBG funds in the amount of $434,307 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 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 shared their eagerness to continue co-curricular activities and extended leaning to support student engagement, achievement, and pro-social development. For our students who are English Learners, foster youth, and SED who would not otherwise have access to these types of activities, experiences, and opportunities for	$3,304,497.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expanded learning, the value of these activities is particularly relevant. Unduplicated pupil groups are at a disadvantage when it comes to accessing opportunities occurring outside of the school and beyond the school day, and the lack of these valuable experiences limits their personal growth and negatively impacts student outcomes. Therefore, OCDE schools will provide students with extended learning opportunities (such as performing arts camp, field trips, additional classes and coursework, and hands-on workshops) and scholarships for low-income students that accelerate learning, increase positive, pro-social connections to school, build interpersonal skills, and encourage empowerment and collaborative team-building. Through an analysis of participant feedback and attendance data, we anticipate an overall increase in school attendance, a decline in suspension rates, heightened engagement, and improved student achievement and graduation rates, particularly among our unduplicated populations. By ensuring fair access and offering diverse opportunities for enrichment, we are laying the groundwork for every student to unlock their fullest potential.		
1.4	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	Participation in extended learning activities has shown to significantly boost student engagement, resulting in positive outcomes for both students and their families. However, English Learners (EL) and their families, including Long Term English Learners (LTELs), enrolled in ACCESS often lack the ability to effectively engage in school activities due to language barriers and unfamiliarity with the educational system. To ensure equitable access to these opportunities, we are committed to providing students who are English Learners (EL) and their families with customized, language accessible programs and events specific to their needs. These initiatives include bilingual parent workshops, EL parent conferences, and regional collaborative meetings which serve as platforms for equipping parents and students with the knowledge and skills necessary to navigate the educational landscape effectively while offering insights on advocating for student needs and facilitating connections to community resources specifically tailored to support EL families. Enhancing engagement among EL students and their families will result in positive outcomes and improved academic achievement. Through these targeted efforts, we are fostering supportive, culturally responsive environments where every EL student can thrive academically and socially.	$458,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 highlight the ongoing need to prioritize safe and nurturing school environments, while also emphasizing the importance of fostering a positive school climate. To comprehensively address these concerns, we are dedicated to ensuring that every student and staff member has access to environments that are safe, inclusive, and conducive to learning. This commitment entails ongoing initiatives such as soliciting recommendations from the Site Safety Committee, procuring necessary safety equipment, and deploying Wellness/Restorative staff in our schools to offer crucial support and guidance to students during moments of stress or conflict. Our school nurses will also play a vital role in promoting health and wellness by providing guidance on making healthy choices, conducting vision and hearing screenings, and facilitating access to health-related services for students and families in need. Similarly, we recognize the importance of equipping our staff with the necessary tools and strategies to cultivate a positive school climate, and we will offer comprehensive trainings focused on restorative and trauma-informed practices, alternatives to suspension, and positive classroom management techniques so students are able to stay in school and participate fully in their learning. By nurturing a culture where students and staff feel cared for and respected, we anticipate a corresponding increase in attendance rates and, ultimately, an improvement in student outcomes across the board. This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.7, 1.9 Note: LREBG funds in the amount of $642,082 were added to this action to provide additional resources in support of healthy and positive school environments. According to research, Restorative Justice Specialists and behavioral paraeducators support academic success by addressing	$3,645,868.00	No

Action #	Title	Description	Total Funds	Contributing
		behavior-related barriers to learning. Restorative practices promote accountability and reduce suspensions, keeping students engaged, while behavioral paraeducators provide consistent support to improve self-regulation and maintain a focused, inclusive classroom environment. The metrics used to monitor the impact of this action are 1.1, 1.7, and 1.9. See Appendix G for additional information.		
1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Enrollment data for the 2023-24 school year reveals that while 63% of our students are designed as socioeconomically disadvantaged (SED), 12.4% of students are also experiencing homelessness, which creates significant barriers to students' education and impedes their ability to thrive academically. A review of site-level data during this period highlighted the fact that students' most pressing educational needs continue to be access to school supplies for homework, reliable transportation to and from school, continuity in educational programs, and engaging extended-day opportunities. To address these challenges, we will leverage both school funds and donations from community partnerships to support identified students and their families with essential items such as food, clothing, shoes, school transportation aid via bus passes, and basic school supplies. In addition to maintaining the two existing Family Resource Centers, plans are underway to open two additional centers to expand access to these critical services. By ensuring that these fundamental necessities are met, OCDE's school programs aim to promote regular school attendance among identified students, resulting in improved attendance rates, increased participation in class activities, reduced learning gaps, and enhanced achievement in reading and math as evidenced by local and State standardized assessments.	$1,157,513.00	Yes
1.7	School-Based Mental Health Services	Feedback from parents, teachers, and students demonstrates a strong desire to enhance our school-based mental health services for students, with a particular focus on integrating activities to help alleviate stress. Students who are identified as socioeconomically disadvantaged (SED),	$1,134,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth, or those experiencing homelessness often struggle with heightened levels of anxiety and depression due to environmental instability issues beyond their control, and these obstacles frequently manifest in decreased academic performance stemming from increased absenteeism. To support our students experiences these challenges, we have implemented a multi-tiered system of support, which includes a range of mental health services tailored to meet students' individual needs provided by highly-trained staff and community partners. Teachers note that students who participate in these support services demonstrate improved attendance, particularly on the days of their counseling sessions. We believe this trend contributes to a student's resiliency, fostering greater self-confidence and self-efficacy, leading to sustained attendance and academic achievement, especially among students who are SED, foster youth, or experiencing homelessness.		
1.8	Specialized Support Services for Successful Transitions	Students who are foster youth, socioeconomically disadvantaged (SED), and/or English learners face significant challenges in their progress toward graduation due to frequent changes in school placements and housing arrangements, difficulty understanding how to navigate unfamiliar education systems, and limited access to essential resources like food, clothing, and transportation. To mitigate the systemic barriers, our schools will provide specialized staff to conduct thorough transcript audits, develop tailored education plans, prepare updates for juvenile court proceedings, and analyze graduation requirements. Through strategically targeted supports for our unduplicated student populations we will establish a clear path to academic success with a focus on student groups who are faced with additional barriers to achievement. These structured interventions will empower students and families to overcome obstacles in order to reduce the number of students who drop out and improve graduation rates by equipping them with the necessary skills and resilience for a successful transition into the community, post-secondary education, and the workforce.	$2,128,492.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Mental Health Services for Students with Disabilities	Research shows that students with disabilities often experience complex mental health needs that require individualized, behaviorally focused interventions. Tailored support from school psychologists and trained mental health professionals significantly improves both student well-being and academic outcomes. Students with disabilities (SWD) enroll in OCDE school programs with diverse mental health needs that require thoughtful consideration and individualization. The nature and severity of the students' disabilities can significantly influence the efficacy of mental health interventions and their academic performance. A considerable number of SWD require highly specialized counseling services, often emphasizing behavioral strategies over cognitive approaches. These services will be delivered by school psychologists, behaviorally-trained mental health clinicians, and other licensed behaviorists who work for the school and are specifically trained to work with this unique population of students. Through a tailored approach to supporting the mental health needs of students with disabilities, student well-being and academic success will increase. This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.7, 1.9 Note: LREBG funds in the amount of $338,869 were added to this action to provide additional resources to increase mental health services for students with disabilities. Research shows that mental health counselors and school psychologists help students overcome emotional, behavioral, and learning barriers through individualized support, assessments, and targeted interventions, creating a stable, inclusive environment for academic success. The metrics used to monitor the impact of this action are 1.1, 1.7, and 1.9. See Appendix G for additional information.	$3,715,815.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IMPROVE PUPIL OUTCOMES: Provide all students with the comprehensive supports and resources necessary to thrive both academically and interpersonally by creating learning environments and opportunities that are responsive to the diverse needs, backgrounds, and learning styles of every 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.

Students enter and exit OCDE school programs throughout the year, often bringing with them a history of inconsistent school attendance and significant gaps in their educational foundation. In the 2024–25 school year, students enrolled in the ACCESS County Community (ACC) school program remained in our schools for an average of 63 days. Similarly, data shows that youth in care attending OCDE's Alternative Juvenile Hall (AJH) school program, located within county-operated residential settings, had an average enrollment of just 12 days, unless they were identified as "long-term placements." Given this highly mobile student population, our annual performance metrics do not capture the longitudinal growth of a consistent group of students. Instead, they represent a point-in-time snapshot of a newly enrolled cohort each year, providing important but limited insights into student achievement within a dynamic educational environment.

OCDE uses comprehensive student data to establish a clear baseline of performance across key indicators. Year 1 outcome data provided critical feedback on the effectiveness of initial strategies for the 2024-25 student cohort. While some areas show promising improvement, such as the percentage of EL students making progress toward proficiency, rising from 18.5% at baseline to 42% in Year 1, and the a-g completion rate increasing from 1.1% to 20%, other areas show declines. ACCESS students' i-Ready Reading scores dropped from 20% to 13%, Math scores fell from 14% to 10%, and the CTE completion rate declined from 2.6% to 1%, highlighting the need for focused intervention. Establishing a dedicated goal in the LCAP to improve student outcomes enables OCDE to strategically allocate resources, refine programs, and set ambitious targets. This approach ensures continuous monitoring and improvement, leading to greater success and future readiness for all OCDE students.

The i-Ready assessment directly aligned to California State Standards and is used as a diagnostic and instructional tool to measure student mastery of the adopted course of study in both English Language Arts and Mathematics. As such, i-Ready results provide a standards-based measure of pupil outcomes, even within short enrollment periods. The adaptive nature of the assessment allows ACCESS to pinpoint each student's performance level across key domains and monitor progress toward grade-level proficiency. For our highly mobile population, i-Ready serves as an essential benchmark of access and achievement within the state-adopted curriculum, offering timely and actionable data that informs instruction, intervention, and curriculum alignment. This makes i-Ready an effective and appropriate metric for evaluating Priority 8 outcomes, particularly in a setting where traditional summative assessments may not be feasible or representative.

Despite the challenges of high turnover, OCDE schools remain firmly committed to providing every student, regardless of the length of their enrollment, with the skills necessary to be future-ready. Through innovative learning environments that promote healthy interactions, supportive and inclusive school communities, and engaging curriculum and opportunities, students work toward meeting grade-level expectations, develop practical skills, and gain valuable capacities that empower them to build positive futures. OCDE's focus on real-world success ensures that students are better equipped for both continued education and lifelong achievement.

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

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: 30% ACC: 35% AJH: 15% OCCS: 60% CONNECTIONS: 15% (Source: CA Dashboard, English Learner Progress Indicator-ELPI)	OCDE: Increased 23.5% pts ACC: Increased 21.6% pts AJH: Increased 36.4% pts OCCS: Data not available CONNECTIONS: Increased 7.7% 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: 50% EL: 25% LTEL: 25% LI: 50% FY: 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)	OCDE All: Increased 24.3% pts EL: Increased 15.7% pts LTEL: Increased 18% pts LI: Increased 24.72% pts FY: Decreased 25.64% OCCS All: Increased 11.6% pts Hisp: Increased 16.4% pts LI: Increased 13.5% pts LTEL: Data not available EL: Data not available FY: Data not available CONNECTIONS All/SWD: Increased 2.4% pts LI: Increased 5.3% 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)			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 LTEL: 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 LTEL: Not publicly reported due to small cohort size (Source: DataQuest 2024 CAASPP Results)		OCDE All: 25% EL: 10% LTEL: 8% LI: 10% Hisp. 10% FY: 10% OCCS All: 80% Hisp: 70% LI: 70% EL: 70% FY: 70% LTEL: 70% (Source: DataQuest CAASPP Results)	OCDE All: Increased 11.8% pts EL: Increased 3.6% pts LTEL: Increased 6% pts LI: Increased 9.9% pts Hisp. Increased 7.6%.pts FY: Data not available OCCS All: Increased 2.1% pts Hisp: Decreased 3.5% pts LI: Increased 2.2% pts EL: Data not available FY: Data not available 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 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: 37% EL: 20% LI: 20% FY: 20% (Source: i-Ready database, Reading Results)	All: Decreased 7% pts EL: Decreased 1% pts LI: Maintained at 11% FY: Data not available (Source: i-Ready database, Reading Results)
2.5	Percentage of ACCESS students reflecting "on or above grade level" on the i-Ready Math assessment	All: 14% EL: 4% LI: 7% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality	All: 10% EL: 3% LI: 6% FY: tracking this data locally, however not publicly reporting		All: 30% EL: 15% LI: 10% FY: 10%	All: Decreased 4% pts EL: Decreased 1% pts LI: Decreased 1% 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, 2023-24, Math results)	due to small group size/confidentiality Source: i-Ready database, 2024-25, Math results		(Source: i-Ready database, Math Results)	(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) 90% of eligible/ELPAC Level 4 English learners were reclassified (RFEP) (Source: Aeries database RFEP count and Title III database/ELPAC Level 4	Increased 1.7% pts: all English Learners reclassified (RFEP) Decreased 12.4% pts: eligible/ELPAC Level 4 English learners reclassified (RFEP) Source: Aeries database, RFEP count and Title III database/ELPAC Level 4
2.7	Percentage of high school graduates "Prepared" or "Approaching Prepared" as reflected on the Dashboard College and Career Indicator	Prepared or Approaching Prepared on the CCI Indicator: 6.9% (OCDE/LEA) CCI: PREPARED:	Prepared or Approaching Prepared on the CCI Indicator: % CCI: PREPARED:		Prepared or Approaching Prepared on the CCI Indicator: 20% (OCDE/LEA) CCI: PREPARED:	Prepared or Approaching Prepared on the CCI Indicator: (OCDE/LEA) CCI: PREPARED:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% EL: Not publicly reported due to small cohort size LI: 9.8% FY: N/A	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% LTEL*: 0% FY: 0% OCCS: All: 11% EL: Not publicly reported due to small cohort size		OCDE: All: 10% EL: 10% FY: 10% Hisp: 10% HL: 10% LI 10% SWD: 10% Wh: 10% LTEL: 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% LTEL: 5% FY: 5% OCCS: ALL: 20% EL: 20% LI: 20%	OCDE: All: Decreased .2% pts EL: Decreased .5% pts FY: Decreased 2.4% pts Hisp: Decreased .3% pts HL: Increased .6% pts LI Maintained at 1% SWD: Increased 1% pts Wh: Increased 6.4% pts LTEL: N/A ACC: All: Increased 2% pts EL: Decreased 1.3% pts Hisp: Decreased .3% pts HL: Increased .6% pts LI: Maintained at 1% SWD: Maintained at 0% Wh: Decreased 1.4% pts LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% (Source: 2023 CA Dashboard & Dashboard Additional Report)	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% * New student group in 2024 (Source: 2024 CA Dashboard & Dashboard Additional Report)		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)	FY: Decreased 3.8% pts AJH: All: Decreased 1% pts EL: Decreased 2.9% pts Hisp: Decreased 1.7% pts HL: Maintained at 0% LI: Maintained at 1% SWD: Maintained at 0% LTEL: N/A FY: Maintained at 0% OCCS: All: Decreased 2.8% pts EL: Data not available LI: Decreased 4.8% pts FY: N/A HL: Data not available CONNECTIONS: All/SWD: Increased 3% pts EL: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LI: Increased 3% pts FY: Data not available HL: Data not available CCI: APPROACHING PREPARED OCDE: Decreased .7% pts ACC: Decreased 2.1%pts AJH: Maintained at 0% OCCS: Increased 10.1% pts (Source: CA Dashboard & Dashboard Additional Report)
2.8	Percentage of 11th grade students demonstrating college readiness on the EAP assessment	English Language Arts (ELA): 5.1% Math: 1.8%	English Language Arts (ELA): 6% Math: 1% (Source 2023-2024		English Language Arts (ELA): 10% Math: 10%	English Language Arts (ELA): Increased 0.9% pts Math: Decreased 0.8% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source 2022-2023 DataQuest/CAASPP Results)	DataQuest/CAASPP Results)		(Source: DataQuest/CAASPP Results)	(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)		10% (Source: CA Dashboard Additional Reports)	Increased 18.9% 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: 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 (Source: CTE program office/CALPADS Report #3.15/2022-2023)	4 CTE Pathways developed (Source: CTE program office/CALPADS Report #3.15/ 2023-2024)		8 CTE Pathways developed (Source: CTE program office/CALPADS Report #3.15)	Increased by 1 CTE Pathway (Source: CTE program office/CALPADS Report #3.15)
2.12	The percentage of students passing	This metric is not applicable, as OCDE schools do not offer	This metric is not applicable, as OCDE schools do		Not Applicable	This metric is not applicable, as OCDE schools do

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Advanced Placement Exams	Advanced Placement (AP) courses.	not offer Advanced Placement (AP) courses.			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)		10% (Source: CA Dashboard Additional Reports)	Decreased 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 FY: Not publicly reporting due to small group size/confidentiality (Source: 2024 CA Dashboard/ Information Purposes Report)		All: 15 points below standard EL: 30 points below standard LTEL: 35 points below standard LI: 20 points below standard FY: 35 points below standard (Source: 2024 CA Dashboard/ Information Purposes Report)	All: N/A EL: N/A LTEL: N/A LI: N/A FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

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: Providing individualized academic support ensures that each student's unique needs are met by helping to remove barriers to learning and promote equitable access to academic success. This approach is especially critical in alternative education settings where students often require tailored interventions to stay engaged, achieve growth, and reach their full potential. With instructional interventions in place, OCDE students saw a dramatic increase in the percentage of students to Meet/Exceed or Nearly Meet Standard on the ELA and Math SBAC assessments, up 24% and almost 12%, respectively.

Challenges: Despite new available funding streams in ACC and AJH to support the cost of additional staff (see Goal 4 and Goal 5), recruitment and hiring of highly-qualified educators to serve in these important roles continues to be a challenge with multiple education agencies competing for the same pool of candidates.

New recruitment strategies are being explored by OCDE's Human Resources team to reach more potential candidates.

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

Successes: Students at four ACCESS sites participated in the weeklong, future-focused Career Success Week program, which featured a series of employment-themed presentations culminating in a field trip to a career center where students learned about various career pathways, job search strategies, and workforce development resources. In addition, throughout the ACC and AJH school programs, Transition Specialists provided additional support, helping students explore post-graduation options, including career readiness, vocational training, and college pathways. Their guidance ensured that students were equipped with the necessary tools and knowledge to successfully transition to either the workforce or further education, such as college or vocational programs. OCDE Transition staff also assisted the

Orange County Probation department in hosting a college and career fair for 115 youth from three juvenile institutions with 42 community agencies in attendance to provide information and resources.

Challenges: While the Career Success Week program provided valuable career exploration opportunities, several challenges were encountered in delivering such a comprehensive initiative. High student mobility and varying levels of academic preparation made it difficult to ensure that all students received consistent access to the resources and support offered. Additionally, the diverse needs of students, including those with disabilities, required tailored interventions to make the career readiness content accessible and engaging. Coordinating field trips and securing community partnerships for real-world learning experiences also posed logistical challenges, as did aligning program activities with students' individual post-graduation goals.

Despite these obstacles, the success of our college and career exploration efforts underscores the importance of continued adaptation and support to meet the unique needs of each student and prepare them for successful transitions to either the workforce or higher education.

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

Successes: The expansion in the number of CTE classes available at ACC school sites meant that more students, including foster youth, were able to access these valuable, hands-on learning opportunities.

Challenges: Additional career development opportunities are needed that address the unique needs of foster youth for whom instability and disruptions in their lives has made it difficult for them to engage in meaningful career exploration and goal-setting.

OCDE is exploring the feasibility of offering CTE micro-badges, which require significantly less time to complete than traditional CTE certificates. This approach aims to better support students, particularly foster youth, who experience high rates of school mobility, by providing them with flexible, accessible credentials that can be earned quickly and demonstrate skills in key areas.

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 2024-25 school year, approximately 160 foster youth in 16 group homes/STRTPs received ongoing, individualized after school tutoring, and staff from the OCDE Foster Youth Services Program provided customized support for each foster youth in residential care in Orange County to ensure continuity of education.

Challenges: A significant portion of academic support for students in group homes and STRTPs is provided later in the afternoon, after they return home from school. However, this time is often limited by competing demands on both the students and facility staff. Many students in care facilities have multiple scheduled appointments, including those with mental health providers, social workers, and other essential services, which can conflict with academic meetings. Facility staff must prioritize these critical needs, such as mental health support and home visits, making it difficult to allocate consistent time for academic enrichment. This challenge is compounded by the need to balance urgent, individualized support with the goal of ensuring that all students receive the academic attention they require to succeed.

To address these challenges, OCDE is collaborating n with care facility staff to prioritize both academic and mental health support, ensuring that students receive comprehensive care. Additionally, we are exploring the use of virtual meetings and supplemental resources to provide academic enrichment outside of traditional scheduling windows in an effort to help mitigate conflicts with other essential appointments and commitments

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 diligence efforts, the percentage of students who are English Learners making progress toward English language proficiency as measured by the English Language Proficiency Indicator (ELPI) increased significantly for all OCDE students (18.5% to 42%) and across all individual school programs who reported data.

Challenges: Teachers in OCDE's alternative education classrooms often work with students who are at different grade and ability levels, which can make it challenging to provide the targeted language development support needed for students who are English Learners. Additionally, inconsistent attendance patterns can further complicate efforts to address individual language needs effectively.

To mitigate these challenges, OCDE will provide additional training on language development for teachers, as well assigning specialized language development staff to school sites with a high number of English Learners. This approach will help ensure more effective support for both students and educators.

Goal 2 - Action 6: MARY'S NUMBERS

Successes: The Transition Specialists working with youth in care in the AJH institution schools assisted in returning approximately 450 students

Challenges: The updated, 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: In addition to Plant & Soil, Building & Construction, and Business & Finance, OCDE was able to add two new pathways to its CTE offerings this school year: Child Development and Culinary.

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: The targeted language development approach for OCDE's Long-Term English Learners proved highly effective, resulting in a remarkable increase in the percentage of LTELs who scored Met/Exceed or Nearly Met Standard on the English Language Arts SBAC assessment, rising from 1% in 2023-24 to 19% in 2024-25.

Challenges: High school mobility in ACC and AJH creates challenges in providing language services, as students often miss consistent support and may face disruptions in their language development. Frequent school changes also lead to gaps in progress tracking, assessment inconsistencies, and difficulty building continuity in learning.

To address these challenges, the Multilingual Support Services team will 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: In the 2024-25 school year, OCDE partnered with North Orange County ROP and Coastline ROP 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.

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.

Goal 2 - Action 1: Individualized Academic Support to Close Equity Gaps
A planned position was not filled, and existing staff were able to effectively share the responsibilities, which allowed us to meet the goals of the action while using resources more efficiently.

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

The increased expenditure in this action reflects a strategic and responsive investment in student needs. As student interest and demand for college and career readiness support grew, we expanded the number of skill-building workshops offered during the year, which allowed us to provide more comprehensive services, better prepare students for postsecondary success, and directly align with our goal of improving student outcomes. The additional workshops led to greater student engagement, increased exposure to a variety of career pathways, and stronger connections with industry and postsecondary partners.

Goal 2 - Action 3: College/Career Exploration Opportunities for 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
This action was implemented as planned.

Goal 2 - Action 6: Academic Instruction and Enrichment for Students who are Adjudicated
Expenditures were higher than anticipated due to retroactive salary increases following a comprehensive maintenance and compensation study of staff positions.

Goal 2 - Action 7: Career Technical Opportunities for All Students, Including Students with Disabilities
Expenditures for this CTE action were lower than anticipated because alternative funding sources were utilized to support planned activities, allowing us to direct LCAP resources for other priorities.

Goal 2 - Action 8: Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)
No funds were spent on staffing for this action as the OCDE opted to strategically focus on maximizing the potential of existing staff, rather than bringing on new hires. This approach allows us to refine and strengthen support for Long-Term English Learners in a more sustainable way, while ensuring resources are used effectively for continued student success.

Goal 2 - Action 9: Advanced Technical Education to Close Equity Gaps
Contracts for advanced career technical education (CTE) instructional services were lower than anticipated in the 2024-25 school year due to adjustments in service needs. These savings have allowed us to reallocate resources to strengthen other program areas, ensuring continued support for CTE initiatives while maximizing the impact of available funding.

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). 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.

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 5 percent, representing a 1.7 percentage point increase from the previous year. 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. 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 light of surpassing target percentages for metric 2.2, we have recalibrated our targets to align with the updated outcomes and added Foster Youth to OCDE.

- Added reference to LTEL, Foster Youth, and EL subgroups to metrics 2.2 and 2.3
- LTEL subgroup added to the College and Career Indicator metric (2.7). Also, Foster Youth subgroup was added to ACC and AJH, and English Learner, Low Income, Foster Youth, and Homeless were added to OCCS and Connections.
- Added Low Income and Homeless subgroups to metric 2.10
- New metric for Science Indicator from the California Dashboard was added and baseline established (2.14)
- For space considerations in the 2025-26 Metrics, we are abbreviating the names of student groups. A legend has been provided in each section.
- LREBG funds were allocated to Goal 2 – Action 7 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 varied academic challenges related to habitual truancy, drug use, chronic absenteeism, credit deficiencies, and behavioral and socioemotional gaps. For students facing these barriers, individualized support and attention is critical to their success, both academically and personally. Students who are English Learners, SED, or foster youth are even more significantly at risk of falling behind in school given the additional stressors and challenges placed upon them. Lack of language fluency, limited financial resources to access supplemental academic services, housing instability, and school transiency combine with other obstacles to inhibit their ability to equitably access the curriculum and become active participants in their educational journey. To address these educational needs, we will provide individualized academic support and tutoring for students to enhance access to the curriculum and increase scholastic achievement, which will principally benefit our unduplicated pupil groups for whom these specialized instructional services would not otherwise be possible or accessible. When students are	$1,310,552.00	Yes

Action #	Title	Description	Total Funds	Contributing
		able to experience success, attendance and behavior improve and they are able to take ownership of their academic path.		
2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Student and parent feedback reflects an interest in co-curricular activities to encourage higher education and career development. We will provide all students with access to extended learning opportunities related to college and career readiness. While provided to all, these actions principally benefit SED students by offering equitable access to career exploration, goal-setting, and job preparedness workshops that include resume writing, interview skills, and business attire, as well as assistance with college entrance and testing fees. We believe this to be an effective action towards our goals for these students, as increases in student attendance and engagement occur during these events, leading to overall increases in school attendance, engagement and student achievement.	$468,187.00	Yes
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 student academic outcomes. We will provide ACCESS and Special Schools students who are foster youth, their support teams, and foster families with specifically designed opportunities that will empower them with an understanding of post-secondary pathways and resources specific to foster youth, which will lead to increased attendance, engagement, and college, career and civic readiness.	$127,003.00	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 in Orange County group homes/STRTPs. Students who are in the foster care system and reside in group home/STRTP placements have various academic barriers due to multiple school placements, truancy, credit deficiencies, drug abuse, health and behavioral needs, and challenging interpersonal dynamics. To address academic gaps, OCDE will provide individualized academic support and tutoring to students in the group home/STRTP to enhance access to the curriculum, increase scholastic	$560,086.00	No

Action #	Title	Description	Total Funds	Contributing
		achievement, and offer guidance and support to group home/STRTP staff to enrich their ability to assist in the academic development of the youth. When students are able to experience success, self-esteem, attendance, and behavior improves and they begin to take ownership of their academic futures. In addition to the services that are provided by the Title I Program, OCDE's Foster Youth Services Coordinating Program (FYSCP) provides educational liaison services and support from Transition Educational Liaisons to strengthen the coordination of services for foster youth in group homes/STRTPs and to improve educational outcomes. FYSCP connects and communicates with school districts, child welfare agency, probation, and other collaborative partners to assist with school transitions, tracking education information, transferring education and health records, addressing education-related needs, and providing educational progress summaries for foster youth to court. This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.7, 1.9		
2.5	Academic Support for Students who are English Learners	Students who are English Learners (EL) enroll in OCDE's school programs with varied academic challenges due to language barriers and credit deficiencies. To address educational needs, academic support, including language acquisition programs, tutoring, EL curriculum, supplemental materials, educational technology, reading books, and literacy software specific to the needs of English Learners, will be provided to enhance access to the curriculum and increase scholastic achievement. In addition, specialized instructional staff will support teachers in the implementation of ELD standards for English learners, including professional development specifically designed for teachers to support students in the development of academic English. When students are able to experience success, attendance and behavior improves and they begin to take pride in their accomplishments and gain momentum on their educational journey,	$1,270,244.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resulting in improved reclassification rates, English proficiency, and closing achievement gaps for English learners.		
2.6	Academic Instruction and Enrichment for Students who are Adjudicated	Students who are currently incarcerated or on Probation enter OCDE's school programs with varied academic challenges due to social-economic disadvantages, delinquency, truancy, drug use, chronic absenteeism, credit deficiencies, and interpersonal challenges. To address these barriers and support educational needs, we will provide high-quality instruction and individualized academic assistance for adjudicated students to enhance access to the curriculum, increase scholastic achievement, and prepare students to re-enter society as engaged and productive members of their communities. When students are able to experience success, school participation and behavior improves, positive interpersonal relationships flourish, and they set personal goals for the future that lead to academic development and becoming contributing members of their communities.	$7,454,327.00	Yes
2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	Research shows that high-quality Career Technical Education (CTE) programs significantly improve graduation rates, employment outcomes, and postsecondary success for all students, including those with disabilities. When CTE includes individualized supports, project-based learning, and partnerships with community colleges, students gain both technical and employability skills essential for long-term college and career readiness. By creating a high-quality and sustainable Career Technical Education (CTE) program, all students, including students with disabilities in the Connections program, will be better prepared for college and career success. CTE staff will receive training that will allow them to develop career pathways, coordinate and implement additional career education courses, and work with community colleges around course articulation. Students will learn and practice professional/technical skills related to a career path through project-based learning, internships, work-based learning and industry certification. Students will also learn employability skills such as critical thinking, creativity and innovation, collaboration, and	$765,570.00	No

Action #	Title	Description	Total Funds	Contributing
		communication, with the longer-term goal of increasing college and career readiness and success. This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.7, 1.9 Note: LREBG funds in the amount of $69,196 were added to this action to provide additional resources to increase Career Technical Education opportunities for all students, including students with disabilities. According to research and best practices, paraeducators in the Connections program support students by reinforcing CTE instruction, assisting with accommodations, and providing individualized help. They remove learning barriers, promote engagement, and offer valuable insights to help tailor academic and behavioral support. The metrics used to monitor the impact of this action are 1.7 and 1.9. See Appendix G for additional information.		
2.8	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	Long-Term English Learners (LTELs) are English Learner students who have been enrolled in a school in the United States for six years or more and have not been reclassified as fluent English proficient due to ongoing challenges in acquiring the necessary literacy skills. By providing specialized training to educators, OCDE schools will offer targeted services to support LTELs to ensure equity in education, recognizing that every student deserves to receive an engaging educational experience. By focusing on enhancing English proficiency and other necessary skills for comprehension and improved communication, students will experience increased confidence and engagement in learning, leading to overall better outcomes, and prepare LTELs for college and career readiness, ensuring they have the language skills necessary for future success.	$100,000.00	Yes
2.9	Advanced Technical Education to Close Equity Gaps	Creating advanced technical learning centers for ACC students will bridge the gap in educational opportunities by providing access to state-of-the-art resources and training facilities that the students may not otherwise have	$707,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		which will promote improved school attendance and academic achievement as students become increasingly engaged in exploring exciting new fields of study. The centers will empower all students, but particularly benefit students who are socioeconomically disadvantaged (SED) as they develop marketable skills and pursue rewarding careers in larger scale, modern facilities. OCDE's advanced technical learning centers will serve as an avenue to economic stability for our unduplicated student groups by equipping them with in-demand technical skills and paving the way to higher-paying jobs that will improve their socioeconomic status and that of their families. The centers will also help address disparities in representation within technical fields. By supporting unduplicated student groups, they will promote diversity and inclusion in industries where these students are traditionally underrepresented, which benefits the students who are SED and enriches the workforce by bringing diverse perspectives and experiences to the industry. Mentorship, career counseling, and career networking opportunities at the centers will help students navigate the complexities of the technical job market, succeed in their chosen fields, secure better livelihoods and positively impact their communities. Empowering ACC students to achieve their full potential promotes equity and taps into a pool of talent and innovation that might otherwise go unnoticed, leading to more inclusive and prosperous communities where individuals from all backgrounds have the opportunity to thrive and contribute.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
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.

To maintain OCDE's strong tradition of service, stewardship, and commitment to delivering a high-quality, standards-based, and student-focused academic program, all OCDE schools will continue to be kept in good repair and provide full implementation of California State Standards across all content areas, including English Language Arts (ELA), English Language Development (ELD), Mathematics, History-Social Science, Next Generation Science Standards (NGSS), Health, the Arts, Career Technical Education (CTE), and other core disciplines. Teachers will participate in ongoing professional learning opportunities that emphasize Universal Design for Learning (UDL), as well as the integration of academic, behavioral, and social-emotional instruction through a multi-tiered system of support (MTSS). Additional targeted services will be provided to meet the specific needs of Foster Youth and expelled students.

Our continued focus in these areas will be reflected in improvements on our LEA- and school-level California Dashboards, including increased student attendance, higher proficiency rates in English Language Arts and Mathematics, improved graduation rates, and reductions in both chronic absenteeism and suspension rates. Furthermore, growth in the College and Career Indicator will be supported by a robust CTE program designed to enhance student engagement, provide real-world learning experiences, support goal-setting, and prepare students for successful transitions to college and career pathways. Students will also benefit from learning in safe, well-maintained facilities, where service requests are addressed promptly to ensure an optimal physical environment for learning.

An innovative school community recognizes and nurtures the comprehensive needs and strengths of each student, while engaging educational partners in ongoing efforts to strengthen and enhance school programs. Establishing baselines and utilizing clear metrics are essential steps in this process, enabling OCDE to monitor progress and make data-driven decisions that foster continuous improvement. These metrics provide the foundation for creating and maintaining learning environments where all students can thrive.

The metrics tied to Goal 3 will support OCDE's commitment to sustaining safe, welcoming schools staffed with appropriately assigned and fully credentialed teachers, delivering a broad course of study anchored in standards-aligned instruction. These essential conditions of learning are critical to student success and form the cornerstone of OCDE's cohesive, collaborative, and comprehensive educational programs, leading to stronger academic outcomes and greater opportunities 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)		100% of teachers are fully credentialed and appropriately assigned as measured by the OCDE HR Credentialing Annual Audit (Source: OCDE Human Resources)	Decreased 4% 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 as measured by Priority 1 (Basic Services) on the Local Indicator report (Source: CA Dashboard Local	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
					Indicator, Priority 1-Basic Services)	
3.3	Percentage of OCDE facilities in "Good" Repair Measured by Facility Inspection Tool (FIT), reported in Priority 1 (Basic Services) on the Local Indicator	100% of OCDE facilities in "good" repair as measured by the Facility Inspection Tool (FIT) in the 23-24 school year (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) 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. (Source: CA Dashboard Local Indicator, Priority 2 A and B)	Maintained at 100% (Source 2025 Local Indicator Report)
3.5	Percentage of OCDE students with access to and enrollment in a broad course of study.	100% of OCDE students have access to and enrollment in a broad course of study. The extent to which	100% of OCDE students have access to and enrollment in a broad course of		100% of OCDE students have access to and enrollment in a broad course of	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The extent to which students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs, as measured by Priority 7 (Access to a Broad Course of Study) on the Local Indicator	students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs in the 24-25 school year. (Source: 2024 CA Dashboard Local Indicator, Priority 7)	study. The extent to which students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs in the 24-25 school year. (Source: 2025 CA Dashboard Local Indicator, Priority 7)		study. The extent to which students have access to, and are enrolled in a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated pupils and students with exceptional needs (Source: CA Dashboard Local Indicator, Priority 7)	(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	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	24-25 school year average rating was 4.6 out of 5 on the 23-24 CA Dashboard Local Indicator Implementation Scale, indicating a		An average rating of 5.0 out of 5.0 on the CA Dashboard Local Indicator Implementation Scale, reflecting full Implementation and Sustainability	Increased average points by 1.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	possible score of 5) measuring service program components for foster youth in OCDE schools: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	implementation of the coordinated service program components for foster youth (Source: 2024 Local Indicator Report, Priority 10)	status between initial and full implementation of the coordinated service program components for foster youth (Source: 2025 Local Indicator Report, Priority 10)		of the coordinated service program components for foster youth (Source: OCDE Foster Youth Services Program)	(Source: 2025 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	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		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 .2 (Source: Local Indicator Report, Priority 2)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	(Source:2024 Local Indicator Report, Priority 2)	and/or curriculum frameworks. (Source:2025 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)		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: 2024 Local Indicator Report, Priority 9)	Increased average points by .4 (Source: Local Indicator Report, Priority 9)

Goal Analysis [2024-25]

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.

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 consistent 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, Learning Ally for literacy development, and World Book, ULS, and Newsela for engaging multicurricular lessons.

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

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. In addition, ARC is developing and digital dashboard that will allow districts to monitor the attendance, credits, and demographic data of their students enrolled in an ACCESS school.

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

Successes: Foster Youth Services Coordinating Program (FYSCP) highlighted Orange County at the 2025 CA Foster Youth Education Summit by presenting three sessions on best practice models, including one that was co-presented with the Orange County Juvenile Court Presiding Judge. In addition, the California Department of Education highlighted OCDE FYSCP at a statewide meeting for their successful Title IV-E MOU with OC Social Services Agency, and invited OCDE FYSCP to co-present at the CDE All Titles Conference.

Challenges: School transportation continues to be a challenge for Orange County's students in foster care, especially when they reside outside of their school of origin's district boundaries. Without additional funds to support school of origin transportation, the child welfare agency and school districts are struggling to meet this need.

OCDE and local districts are collaborating to develop strategies to support one another in addressing the high costs associated with providing home-to-school transportation 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 William Lyon School .

Challenges: In an analysis of the percentage of chronically absent OCDE students in all grades, foster care are demonstrating higher rates of chronic absenteeism (65.5% to 71%) and increased mental health needs, largely due to trauma related to Adverse Childhood Experiences (ACEs); however, many of these youth are showing limited interest in engaging with the support services available to them.

OCDE is focusing on building strong, trusting relationships with students, offering flexible and accessible mental health supports, and providing staff with training in trauma-informed practices. By creating a safe, student-centered learning environments, we will increase engagement and meet students' unique needs more effectively.

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

Successes: Providing content-specific professional development enabled more staff to participate in targeted trainings and workshops, equipping them with new and innovative instructional strategies and insights to better support the academic needs of unduplicated student groups. These trainings are crucial for staff, as they not only enhance their skills but also create a deeper understanding of the unique challenges faced by students who are foster youth, low-income/SED, or English Learners, helping to create a more inclusive and supportive learning environment

Challenges: While conducting targeted professional development offers significant benefits, challenges such as finding time within busy educators' schedules and tailoring training to meet the diverse needs of staff can arise. Additionally, ensuring long-term implementation and maintaining engagement can require ongoing support and follow-up.

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.

Goal 3 - Action 1: Facilities Maintenance
Expenditures were higher than expected due to unanticipated emergency repairs, rising costs of materials, and the acceleration of deferred maintenance projects to address urgent facility needs. These expenditures were necessary to ensure safe, compliant, and equitable learning environments across OCDE school sites.

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
Expenditures were higher than anticipated due to retroactive salary increases following a comprehensive maintenance and compensation study of staff positions.

Goal 3 - Action 3: Coordination of Services for Expelled Youth
Staff initially budgeted under this action transitioned into new roles within the organization, and their responsibilities were absorbed by existing staff, resulting in lower-than-anticipated expenditures

Goal 3 - Action 4: Coordination of Services for Orange County Foster Youth
This action was implemented as planned.

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
The variance in expenditures for this action is due to the availability of additional funding sources that supported staff professional development activities. As a result, we were able to meet our goals while spending less from the LCAP allocation than originally anticipated, thereby maximizing resources while maintaining the quality and scope of this action.

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

Goal 3 of the LCAP focuses on maintaining a strong foundation for student learning by ensuring that schools are well-maintained and provide inclusive, welcoming, and diverse educational environments for students, families, and staff. All six actions outlined under Goal 3 (Actions 3-1 through 3-6) were deemed effective, as reflected in the corresponding metrics. OCDE has demonstrated strong oversight of its ACCESS and CONNECTIONS school sites, fostering thriving educational communities that prioritize safety and support for all students. Certificated staff benefit from professional development opportunities, including workshops, training sessions, professional learning communities, and strategic resource allocation. These actions have collectively contributed to the effectiveness of Goal 3 in meeting its intended objectives.

Ongoing collaboration between OCDE and local school districts within Orange County has also improved significantly, resulting in more efficient and timely exchanges of student data. This collaboration is especially critical during the enrollment and transfer processes, as it reduces disruptions in educational services—particularly for expelled students, including those with Individualized Education Programs (IEPs). Ensuring continuity of support for these students remains a key priority.

In addition, OCDE continues to uphold its responsibility to support students in foster care across both OCDE-operated schools and throughout the county. OCDE's Foster Youth Services Coordinating Program (FYSCP) has delivers educational trainings to educational partners across Orange County. These provide opportunity to strengthen service coordination for foster youth through case management, liaison support, educational progress summaries, collaborative team meetings, and technical assistance to local education agencies (LEAs). Since the 2022–23 school year, the introduction of Transition Educational Liaisons has further enhanced the program's capacity, enabling it to reach and support a greater number of students in foster care.

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, so that students may attend school in safe and welcoming environments. We will complete timely facility repairs and continue to complete monthly school safety reports to ensure all sites are in good repair. Funds set aside within this action include the cost to employ Facilities staff to repair and maintain school sites and school offices, supplies related to maintenance costs, and the costs for purchasing and operating vehicles for Facilities staff to use. Also included in this action are funds for Deferred Maintenance which allows for the periodic, more costly repairs necessary to maintain sites in good repair.	$3,980,095.00	No
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, homeless, socioeconomically disadvantaged, or have disabilities, with access to a broad, standards-aligned curriculum, along with professionally trained educators, leads to improved academic achievement and positive prosocial behavior. High-quality instruction grounded in state standards helps ensure equity, engagement, and long-term student success. All students in our program, including Students with Disabilities and students who are English Learners, SED, foster youth, and homeless, have access to a broad course of study aligned to the California State Standards. We will continue to provide appropriately-assigned teachers and support staff with professional learning opportunities and resources to enhance instructional practices and implementation of standards-based content with fidelity and integrity. By providing this strong foundation, students will demonstrate improvements in academic skill-building and positive prosocial behavior. This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4, Student Achievement and Priority 5, Chronic Absenteeism/Graduation Rate, Priority 8, CCI/Student Outcomes Metrics: 1.1, 1.5, 1.7, 1.9 Note: LREBG funds in the amount of $489,921 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	$47,039,692.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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, through ongoing communication between OCDE and partnering school districts, we will continue to support youth who are expelled from their districts of residence. Child Welfare and Attendance staff will continue to share essential information pertaining to student academic progress and positive pro-social, and mental health development, in order to support these students as they successfully transition back to their district of residence or graduate from our program.	$134,492.00	No
3.4	Coordination of Services for Orange County Foster Youth	As a county office of education, OCDE is responsible for the coordination of services for foster youth across the county. We will continue to support the agencies providing direct services to Orange County students who are foster youth through ongoing consultation and communication between OCDE and collaborative partners. We will continue to offer trainings, liaison support, and case consultation, as well as, collaborate with child welfare/probation and local schools to improve coordination of services for foster youth. By providing countywide support, we will increase inter-agency coordination of essential student information pertaining to academic progress and positive pro-social and mental health development to ensure that these students are informed and empowered advocates for their individual needs and goals.	$847,546.00	No
3.5	Coordination of Services for Students	Consistent with State Priority 10 (A - D), OCDE will continue to support students enrolled in ACCESS and the Division of Special Education (SES)	$796,149.00	Yes

Action #	Title	Description	Total Funds	Contributing
	who are Foster Youth Within OCDE Schools	who are foster youth through ongoing communication between school staff and collaborative partners, including the juvenile court, to create an efficient system for transferring health and education records, develop a network of support for student academic progress, and promote positive pro-social and mental health development. To ensure that these students are informed and empowered to advocate for their individual needs, essential education-related information will be shared with the OCDE foster youth team to ensure coordination of services and continuity of educational programming for the foster youth from the prior school to the subsequent school as they transition between school programs and minimize school placements. Foster youth in ACCESS and Connections schools will have access to transportation assistance, when needed, to remain in their school of origin.		
3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Input received from parents, staff, and educational partners reflects the importance of having a team of educators who understand the unique needs of students who are English Learners, including LTELs, SED, or foster youth, and who are able to meet those needs through a thoughtful and empathetic approach to problem-solving, collaboration, and experiential learning. Students in this unique population benefit when the educators who support them are provided with effective, relevant, timely, and targeted professional development, including related materials, resources, and educational technology. Students who are English Learners, including LTELs, SED, or foster youth face challenges specific to their circumstances, and targeted professional development for staff working with vulnerable students and marginalized populations is essential to improve instruction, strengthen attendance, and increase student achievement. Providing staff with time at conferences and workshops to learn about the needs of these identified student groups, explore best practices that build upon students' strengths, and collaborate with peers will enhance their ability to support learning goals and bridge implementation gaps, resulting in improved outcomes for all students and principally benefit those who are English Learners, LTELs, SED, or foster youth. This action is driven by our goals and the work of Differentiated Assistance in support of Priority 4	$502,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: 1.1, 1.7, 1.9		

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 2024 California Dashboard state indicators: ELA and Math (English Learners, Long-Term English Learners, Homeless, Low-Income, Students with Disabilities, and Hispanic students) Graduation Rate (English Learners, Long-Term English Learners, Foster Youth, Hispanic, Homeless, Low-Income, and Students with Disabilities, and White students), College and Career Indicator (English Learners, Long-Term English Learners, Foster Youth, Hispanic, Homeless, Low-Income, and Students with Disabilities), and Chronic Absenteeism (English Learners, Long-Term English Learners, Homeless, Hispanic, and Low-Income students). 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 promote educational equity and expand opportunities for students. Given the constant fluctuations in enrollment and the resulting high student turnover, ACC is committed to operating an efficient, responsive school program that strives to immediately engage students, connect them with a network of resources, and equip them with practical, future-ready skills. It is important to note that ACC has maintained stability in the areas of teacher credentialing, subject matter expertise, and staff retention. The allocation of Equity Multiplier funding will enhance ACC's ability to serve students from disadvantaged backgrounds by providing access to high-quality instruction, expanded support services, technology resources, and strengthened system practices. This funding plays a critical role in fostering fairness, equity, and educational stability, empowering all students to achieve success

regardless of their socio-economic background or the length of their enrollment in the ACC program.

Throughout the year, ACC engaged in a continuous and collaborative consultation and needs assessment processes with its educational partners, including students, families, staff, and community agencies using the school's 2024 California Dashboard results. Feedback consistently underscored the importance of addressing the challenges associated with high student mobility, ensuring equitable access to resources, and strengthening student engagement from the moment of enrollment. Educational partners expressed strong support for the Equity Multiplier goal and its associated actions, recognizing them as responsive to the needs of our student population and aligned with ACC's mission. This input played a critical role in shaping the goal and affirming its relevance and impact.

Focused actions developed from these collaborations will support student groups that demonstrated the lowest performance on the 2024 California Dashboard state indicators:

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

This goal emphasizes equity-driven, data-informed actions to ensure that the students most affected by systemic barriers receive the support necessary to thrive academically and beyond.

Metrics to track progress in each priority area include:
*Metric 4.6, Priority 3 (parent 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 4.9, Priority 4: (pupil achievement) 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 4.8, 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 4.10, Priority 8 (other pupil outcomes): This metric measures students who were prepared or approaching prepared, as reflected on the 2023 California Dashboard. The baseline form 23-24 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 22-24 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 (Source: i-Ready database, 2022-23 Final Diagnostic)	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 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		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 (Source: i-Ready database Final Diagnostic)	All: Increased 23.7% pts EL: Increased 25.5% pts LI: Increased 26% pts FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality New Student Groups Added (Baseline Year) LTEL: N/A HL: N/A SWD: N/A Hisp: N/A (Source: i-Ready database, Final Diagnostic)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			due to small group size/confidentiality Hisp: 72% (Source: i-Ready database, 2023-24 Final Diagnostic)			
4.2	Percentage of ACC students assessed using i-Ready Math assessment (Note: i-Ready Math assessment is assigned to those students who are taking or need to take Math course(s) to complete their graduation requirements)	All: 43.6% EL: 48.5% LI: 44.9% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2022-23 Final Diagnostic)	All: 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 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		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 SWD: N/A (Source: i-Ready database, Final Diagnostic)	All: Inceased 25.4% pts EL: increased 25.5% pts LI: Increased 27.1% pts FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality New Baseline/Student Groups (Low-Performing): LTEL: N/A Hisp: N/A HL: N/A SWD: N/A (Source: i-Ready database, Final Diagnostic)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			publicly reporting due to small group size/confidentiality Hisp: 69% (Source: i-Ready database, 2023-24 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: 40% EL: 40% LI: 40% FY: 40% LTEL: 40% HL: 40% Hisp: 40% (Source: DataQuest)	All: Increased .9% pts EL: Decreased 1.1% pts LI: Decreased 4.8% pts FY: Increased 5.6% pts LTEL: N/A HL: Decreased 7.2% pts Hisp: Increased .1% pts (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	All: 42% EL: 23% LI: 39% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality		All: 60% EL: 25% LTEL: 30% LI: 40% FY: tracking this data locally, however may not publicly report due	All: Decreased 8% pts EL: Increased 9.3% pts LI: Increased 8.8%pts FY: tracking this data locally, however not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source 2023 CAASPP Results/DataQuest)	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)		to small group size/confidentiality LTEL: 30% HL: 60% SWD: 30% Hisp: 40% (Source CAASPP Results/DataQuest)	publicly reporting due to small group size/confidentiality New Student Groups Added (Baseline Year) LTEL: N/A HL: N/A SWD: N/A Hisp: N/A (Source CAASPP Results/DataQuest)
4.5	Percentage of ACC Students who achieve near or above standards on the CAASPP ELA Research/Inquiry Performance Area	All: 29.9% EL: 49.6% LI: 58.1% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source 2023 CAASPP Results/DataQuest)	All: 64% EL: 49% 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%		All: 55% EL: 65% LTEL: 50% 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: 45%	All: Increased 34.1% pts EL: Decreased .6% pts LI: Increased 3.9% pts FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality New Student Groups Added (Baseline Year) HL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: 42% (Source: i-Ready database, 2023-24 Final Diagnostic) (Source 2024 CAASPP Results/DataQuest)		(Source CAASPP Results/DataQuest)	SWD: N/A Hisp: N/A LTEL: N/A (Source CAASPP Results/DataQuest)
4.6	Percent of new ACC parent/guardians who attend a parent engagement opportunity within 30 calendar days of their child's enrollment	40% (Source: Title I Family Engagement Program, 2023-2024)	54% (Source: Title I Family Engagement Program, 2024-2025)		60% (Source: Title I Family Engagement Program)	Increased 14% pts (Source: Title I Family Engagement Program)
4.7	(DASS/Alternative School) Percentage of ACC students reflected in the One Year 12th Grade Cohort Graduation Rate	All-: 77% EL: 73% FY: 92% HL: 84% LI: 77% 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		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 3% pts EL: Maintained at 73% FY: Decreased 15% pts HL: Decreased 3% pts LI: Decreased 4% pts Hisp: Decreased 5.3% pts SWD: Decreased 4.8% pts Wh: Decreased 5.3% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Additional Report/2024)			New Student Groups Added (Baseline Year) LTEL: N/A (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: 3% SWD: 3% LI: 3% (Source: CA Dashboard, Suspension Rate))	All: Decreased 1.1% pts EL: Decreased .9% pts SWD: Decreased 1.7% pts LI: Decreased .3% pts (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)		35% (Source: CA Dashboard, English Learner Progress Indicator-ELPI)	Increased 21.9% 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	CCI PREPARED All: 0.3% EL: 0.0% Hisp: 1.3% HL: 0.4%	CCI PREPARED All: 2% EL: 0% Hisp: 1% HL: 1%		CCI: PREPARED:: All: 8% EL: 8% Hisp: 8% HL: 8%	CCI PREPARED All: Increased 1.7% pts EL: Maintained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard College and Career Indicator	LI: 1.0% SWD: 0.0% Wh: 4.6% CCI: APPROACHING PREPARED 4.1% (Source: 2023 CA Dashboard and Dashboard Additional Reports)	LI: 2% SWD: 0% Wh: 3% New Baseline/Student Groups (Lowest Performing) LTEL: 0% CCI: APPROACHING PREPARED 2% (Source: 2024 CA Dashboard and Dashboard Additional Reports)		LI: 8% SWD: 8% Wh: 8% LTEL: 8% CCI: APPROACHING PREPARED 10% (Source: CA Dashboard and Dashboard Additional Reports)	Hisp: Decreased .3% pts HL: Increased .6% pts LI: Increased 1% pts SWD: Maintained at 0% Wh: Decreased 1.6% pts New Student Groups Added (Baseline Year) LTEL: N/A CCI: APPROACHING PREPARED: Decreased 2.1% 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%		All: 20% EL: 20% LTEL: 20% HL: 20% LI: 20% SWD: 20% Hisp: 20%	New Metric / New Baseline (Lowest Performing): All: N/A EL: N/A LTEL: N/A HL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LI: 14% SWD: 11% Hisp: 14% (Source: 2024 CAASPP Results/DataQuest)		(Souce: CAASPP Results/DataQuest)	LI: N/A SWD: N/A Hisp: N/A (Source: CAASPP Results/DataQuest)

Goal Analysis [2024-25]

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.

In the 2024–25 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 carried out 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: Implementation of current technology, personalized learning tools, and innovative instructional practices contributed to increased student engagement and opportunities for skill development, particularly in areas such as research, writing, and digital literacy as reflected by the significant increase in the percentage of all ACC students who achieved near or above standards on the CAASPP ELA Research/Inquiry Performance area (29.9% to 64%). . These advancements support the broader goal of preparing students for future workforce demands and fostering their active participation in their communities. While full outcomes are still emerging, early indicators suggest that these efforts are helping to address equity gaps and expand access to contemporary learning experiences for ACC students.

Challenges: High rates of student mobility at the high school level within ACC often limit students' opportunities to engage consistently with new technologies, resulting in potential gaps in their understanding and application of these tools.

Initial efforts to integrate Artificial Intelligence (AI) tools and digital media arts projects showed promise in promoting critical thinking and problem-solving skills among students and will be explored in greater depth in the 2025-26 school year.

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

Successes: During the 2024–25 school year, OCDE made initial progress toward strengthening the foundational supports necessary for effective school operations within ACC. Efforts were made to respond to evolving staffing needs through improved hiring practices and onboarding supports for new staff members, including an updated New Teacher Orientation. Additionally, in response to feedback from classroom staff and administrative teams, adjustments were implemented to better address daily operational challenges by working with Human Resources to increase the availability of substitute teachers.

Challenges: Balancing immediate operational demands with longer-term system updates proved difficult within the context of dynamic alternative education environments. These challenges highlighted the need for continued investment in staffing supports, communication systems, and infrastructure improvements to sustain progress over time.

While broader system-wide updates are ongoing, these early actions represent important steps toward creating more efficient, equity-centered, and supportive learning environments. Engagement with educational partners, including parents, also helped identify additional areas for improvement, particularly in enhancing communication and clarity around school operations, informing future planning and continuous improvement efforts.

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

Successes: ACC made important strides in strengthening connections with community partners, laying a critical foundation for future expansion of student supports and services. Through enhanced collaboration efforts, the school deepened its relationships with a range of organizations committed to supporting the academic, social, and emotional development of ACC students, creating a greater sense of community connectedness, mutual support, and shared responsibility for student success.

Challenges: Establishing trust, aligning goals, and coordinating supports across multiple organizations proved to be a complex and gradual process. Additionally, limited staff time and competing operational priorities sometimes delayed the ability to fully implement new programs and services.

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: Expanding the educational team in the 2024–25 school year resulted in enhanced support for ACC students, leading to improved engagement, as noted by the increase in student attendance. With additional staff, students received more personalized instruction and targeted interventions, addressing learning barriers and contributing to greater student engagement, progress, and equity in academic achievement.

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.

The updated New Teacher Orientation will play a key role in improving the onboarding process by providing new staff with a clear understanding of the school's goals, expectations, and resources from the outset. By offering comprehensive training on school culture, instructional strategies, and team collaboration, this orientation will help new teachers integrate more quickly and effectively into the existing team, ultimately leading to smoother implementation of strategies and stronger support for students.

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.

Goal 4 - Action 1: Creating Future-Ready Learning Environments in ACC
This action experienced significant underspending primarily due to the "supplement, not supplant" requirements tied to the Equity Multiplier funding. The school already had substantial investments in place to support future-ready learning environments, funded through other sources. Because the new funds could only be used to supplement, not replace, existing expenditures, it became challenging to identify additional, eligible costs that complied with the funding rules. To ensure fiscal integrity and compliance, spending was limited to a small number of allowable expenses, resulting in significantly lower-than-planned expenditures. The school anticipates carrying over the funds and utilizing them in the next school year to further enhance future-ready learning environments in a compliant manner.

Goal 4 - Action 2: Increasing Student Achievement Through Improved System Practices
No expenditures were made under this action during the 2024–25 school year. Upon review, the planned expenditures were determined to benefit not only the ACC program, but a broader range of OCDE schools. To maximize impact and promote equitable access, OCDE strategically used less restrictive funding sources to support the purchase, allowing more schools to benefit. As a result, no expenditures were necessary from this action's allocation. Planned expenditures remain available for future investments specific to ACC, aligned with program needs and compliant funding guidelines.

Goal 4 - Action 3: Enhanced Collaborations to Introduce Expanded Services for Students
No expenditures were made under this action during the 2024–25 school year. Funding was designated to support partnerships with local community partners to expand student access to additional educational services, including opportunities for college coursework. While this initiative remains a priority, establishing formal agreements with community partners has proven to be a complex process requiring extended discussions and planning to ensure alignment with program goals and student needs. Conversations with potential partners are ongoing, and the school remains committed to launching these expanded services. Funds are planned to be utilized in the upcoming year once partnership agreements are finalized.

Goal 4 - Action 4: Expanding the Educational Team to Maximize Student Success
Planned expenditures for this action were not fully realized during the 2024–25 school year due to a revised staffing plan. While the initial goal was to create several new positions to expand student support, the final staffing allocations were adjusted to align with broader

organizational priorities and ensure sustainability. As a result, fewer new positions were created than originally planned, leading to lower-than-expected spending. The school remains committed to expanding its team and will continue to prioritize staffing needs in the upcoming year as positions are filled.

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

Goal 4 was established to provide an additional layer of targeted support for student groups identified as low-performing on one or more California School Dashboard indicators. These student groups include English Learners, Long-Term English Learners (LTELs), Students with Disabilities, Hispanic and White students, Foster Youth, students experiencing homelessness, and Socioeconomically Disadvantaged (SED)/Low-Income students. The overarching aim of this goal is to address the specific needs of these students, foster academic growth, and build self-efficacy through personalized goal-setting and achievement strategies. The implementation of Goal 4 actions has resulted in measurable progress across several key performance areas.

Effectiveness of these actions is demonstrated through multiple metrics. The expanded use of i-Ready in Reading and Math—OCDE's designated intervention assessment tool—has provided more personalized instruction by providing assignments tailored to students' individual performance data. Chronic absenteeism has declined across all grade levels, with particularly notable improvements among English Learners and low-income students, suggesting enhanced student engagement and access to educational opportunities. Additionally, ACC students achieved a higher percentage of near or above standards in the English Language Arts (ELA) Research/Inquiry domain of the SBAC, including significant gain among low-income students.

Family engagement also improved, as evidenced by a 14-percentage point increase in parent and guardian participation at ACCESS events held within 30 days of student enrollment. Although the DASS (Dashboard Alternative School Status) graduation rate experienced a minor decline, it remained above 70% for all student groups enrolled in ACCESS programs. Moreover, the suspension rate at ACCESS decreased, and the percentage of English Learners making progress toward English language proficiency increased by nearly two percentage points. In the area of college and career readiness, the proportion of ACCESS students graduating in 2024 classified as "prepared" or "approaching prepared" on the California Dashboard College and Career Indicator increased by nearly two percentage points.

Collectively, these results highlight the effectiveness of Goal 4 actions and reinforce the value of continuing these targeted strategies in the coming year. OCDE remains committed to supporting the academic and personal success of its most vulnerable student populations through ongoing, data-informed improvement efforts.

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.

- New student groups (LTEL, Homeless, Hispanic, and Students with Disabilities) added to the metrics for percentage of students assessed in i-Ready reading (4.1), percentage of students assessed in i-Ready math (4.2), CAASPP ELA Writing (4.4), and CAASPP ELA Research/Inquiry (4.5).

- Added LTEL student subgroup to metrics for chronic absenteeism - all grades (4.3) and DASS one-year 12th grade graduation rate (4.7).
- New metric created for CAASPP Math Concepts and Procedures and baseline established (4.11)

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 crucial for ensuring equity and access to quality education, especially for low performing student groups. By devoting resources to implementing future-ready classrooms equipped with current technology, personalized learning tools, and innovative teaching methods, we can bridge the digital divide and empower these students with essential contemporary skills in research and writing. Preparing students for the future workforce requires OCDE schools to cultivate critical thinking, problem-solving abilities, and digital literacy, which can be facilitated through immersive learning experiences in modern classrooms using Artificial Intelligence (AI) tools and through projects such as podcasts and digital media arts. By investing in the advancement of educational infrastructure tailored to the needs of ACC students and educators, we will foster their potential to become active participants in their communities, thereby advancing social development and inclusive growth.	$522,500.00	No
4.2	Increasing Student Achievement Through Improved System Practices	To provide students in the ACC school with optimal learning environments where they receive an equitable distribution of evidence-based services and supports, OCDE must ensure the school has the foundational support necessary to operate effectively. However, the constantly evolving societal, technological, and educational landscapes of alternative education require new and innovative approaches in order to remain current, and the administrative services that support the framework of the school necessitate ongoing oversight and updates to ensure the efficacy of the educational program. New methods of addressing challenges such as	$129,712.00	No

Action #	Title	Description	Total Funds	Contributing
		daily staffing needs, equity considerations, and present-day cybersecurity concerns are essential to providing students, staff, and families with efficiently-managed, equity-centered, functional, and productive educational settings. To support feedback from ACC classroom staff and administrative offices, OCDE will employ new and improved practices to address staffing shortages and training for new staff. Additionally, educational partners, including parents, have expressed a need for additional supports to enhance school-family interaction, including increased clarity regarding the operation of the school program.		
4.3	Enhanced Collaborations to Introduce Expanded Services for Students	In alignment with the vision of the California Community Schools Partnership Program, enhanced collaborations with community partners will provide additional expanded learning opportunities to ACC students which are essential to the development of the whole child. Community partners are able to offer a diverse range of enrichment programs, advanced learning, community-based learning opportunities, vocational training, internships, mentorship opportunities, and wraparound services tailored to the specific academic needs and interests of alternative education students. These collaborations not only enrich the educational experience, but also build personal growth, resilience, and a sense of belonging within the community. By strengthening the ties between the school and the broader community, OCDE will promote mutual understanding, cooperation, and collective responsibility for the well-being and success of its ACC students. Together, we will create a more inclusive and supportive learning environment that empowers ACC students to thrive academically, socially, and professionally.	$150,000.00	No
4.4	Expanding the Educational Team to Maximize Student Success	Expanding the educational team will allow OCDE to improve the academic achievement of ACC students by offering more tailored support and resources to address specific needs. The personalized support and guidance offered by additional, skilled OCDE team members, including academic coaching, collaborative problem-solving, and assistance in overcoming challenges that impede learning, will increase equity and student achievement. Greater availability of permanent staff will also allow for more individualized instruction leading to improved academic outcomes for students facing barriers to their learning by creating nurturing and	$1,796,027.00	No

Action #	Title	Description	Total Funds	Contributing
		supportive school environments where the students feel valued, empowered, and equipped to achieve their full potential.		

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 2024 California Dashboard state indicators: College and Career Indicator and Graduation Rate: (English Learners, Long-Term English Learners, Hispanic, Homeless, Low-Income, and Students with Disabilities). The school would like to note that there were no underlying issues in the credentialing, subject matter presentation, and retention of the school's educators.	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.

The California Department of Education's Equity Multiplier (EM) funding provides supplemental resources to schools with a prior-year non-stability rate above 25 percent and a socioeconomically disadvantaged pupil rate exceeding 70 percent. OCDE's ACCESS Juvenile Hall (AJH) school qualifies for this targeted funding, aimed at promoting educational equity and expanding opportunities for students. AJH serves youth in care who often face complex personal and societal challenges that impact their educational progress and overall well-being. Many students have experienced Adverse Childhood Experiences (ACEs), which can significantly affect cognitive development, emotional health, and learning readiness. Frequent mobility has further disrupted their academic continuity and social connections. Enrollment length for AJH students varies based on individual circumstances determined by the juvenile court, with 2024–25 data showing an average enrollment of just 12 days.

This Equity Multiplier goal provides a critical framework for AJH to implement enhanced interventions and supports for students, as well as for the educators and staff who serve them. Youth in care are at heightened risk for academic underperformance, making it essential to offer meaningful, research-based, and future-oriented resources. Through these efforts, AJH strives to create an equitable educational environment where every student, regardless of the length of enrollment, has access to a safe space for learning, personal growth, and goal setting.

In developing this goal, we engaged in ongoing consultation and needs assessment with key educational partners, including OC Probation, families, school staff, and support personnel working directly with students in the AJH program based on the school's 2024 California

Dashboard results. Through regular interdisciplinary team meetings, planning sessions, and collaborative discussions, we received critical insight into the unique needs and challenges faced by incarcerated and adjudicated youth that emphasized the importance of consistency, access to meaningful learning opportunities, and timely support services. Partners expressed clear agreement with the direction and focus of this goal, acknowledging that the proposed actions align with shared priorities and will enhance outcomes for youth in care. This collaborative input was instrumental in shaping a goal that reflects the realities of the AJH setting and the collective commitment to improving student engagement, well-being, and future readiness.

By the end of Year 3, AJH will implement targeted strategies aimed at closing achievement gaps and improving educational outcomes for these vulnerable students. Efforts will specifically focus on student groups who performed at the lowest levels on the school's 2024 Dashboard's College and Career Indicator and Graduation Rate, including:

- English Learners
- Long-Term English Learners
- Hispanic students
- Homeless students
- Low-Income students
- Students with Disabilities

This goal reflects OCDE's commitment to equity, trauma-informed support, and academic success for all students—especially those facing the most significant systemic barriers.

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		All: 80% EL: 80% LI: 80% FY: tracking this data locally, however may not publicly report due	All: Increased 5.1% pts EL: Decreased 4.5% pts LI: Increased .6% pts FY: tracking this data locally,

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 (Source: i-Ready database, 2023-24 Final Diagnostic)		to small group size/confidentiality (Source: i-Ready database Final Diagnostic)	however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, Final Diagnostic)
5.2	Percentage of AJH students assessed using i-Ready Math assessment (Note: i-Ready Math assessment is assigned to those students who are taking or need to take Math course(s) to complete their graduation requirements)	All: 72% EL: 76.1% LI: 77.4% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2022-23 Final Diagnostic)	All: 84% EL: 84% LI: 88% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, 2023-24 Final Diagnostic)		All: 80% EL: 80% LI: 80% FY: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: i-Ready database Final Diagnostic)	All: Increased 12% pts EL: Increased 7.9% pts LI: Increased 10.6% pts FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: i-Ready database, Final Diagnostic)
5.3	Percentage of AJH Chronically Absent students (All Grades)	All 10.6% EL: 8.2% LI: 10.6% FY: 29.5% (Source: 2023 DataQuest)	All 9% EL: 6% LI: 8% FY: 27% (Source: 2024 DataQuest)		All: 8% EL: 6% LI: 8% FY: 10% (Source: DataQuest)	All: Decreased .4% pts EL: Decreased: 2.2% pts LI: Decreased 2.6% pts FY: Decreased 2.5% pts (Source: DataQuest)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Percentage of AJH Students who achieve near or above standards on the CAASPP ELA Writing Performance Area	All: 10.8% LI: 11.1% EL: tracking this data locally, however not publicly reporting due to small group size/confidentiality FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2023 CAASPP Results/DataQuest)	All: 14% LI: 15% EL: 7% 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 Results/DataQuest)		All: 25% LI: 20% EL: tracking this data locally, however may not publicly report due to small group size/confidentiality FY: tracking this data locally, however may not publicly report due to small group size/confidentiality LTEL: tracking this data locally, however may not publicly report due to small group size/confidentiality (Source: CAASPP Results/DataQuest)	All: Increased 3.2% pts LI: Increased 3.1% pts 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 LTEL: N/A (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	All: 59% LI: 57% EL: 53% FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality		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,	All: Increased 4.9% pts LI: Increased 4.2% pts EL: N/A FY: tracking this data locally, however not publicly reporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		small group size/confidentiality (Source: 2023 CAASPP Results/DataQuest)	LTEL*: tracking this data locally, however not publicly reporting due to small group size/confidentiality (Source: 2024 CAASPP Results/DataQuest)		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)	due to small group size/confidentiality LTEL: N/A (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	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		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%	All: Increased 37% pts EL: Increased 3% pts LI: Increased 37% pts SWD: Decreased 11% pts Hisp: Increased 36.1% pts HL: N/A FY: tracking this data locally, however not publicly reporting due to small group size/confidentiality New Baseline/Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: AJH CA Dashboard Additional Report/2023)	Groups (Lowest Performing) LTEL: 84% (Source: AJH CA Dashboard Additional Report/2024)		(Source: AJH CA Dashboard Additional Report)	Groups (Lowest Performing) LTEL: N/A (Source: AJH CA Dashboard Additional Report)
5.7	Percentage of AJH students making progress toward English language proficiency or maintaining the highest level attainable (ELPI).	4.6% (Source: 2023 CA Dashboard, English Learner Progress Indicator-ELPI)	41% (Source: 2024 CA Dashboard, English Learner Progress Indicator-ELPI)		15% (Source: CA Dashboard, English Learner Progress Indicator-ELPI)	Increased 36.4% pts (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%	CCI: PREPARED All: 0% EL: 0% Hisp: 0% HL: 0% LI: 0% SWD: 0% New Baseline/Student Groups (Lowest Performing) LTEL: 0% HL: 0%		CCI: PREPARED All: 5% EL: 5% Hisp: 5% HL: 5% LI: 5% SWD: 5% LTEL: 5% CCI: APPROACHING PREPARED 5%	CCI: PREPARED All: Decreased 1% pts EL: Decreased 2.9% pts Hisp: Decreased 1.7% pts HL: Maintained at 0.0% LI: Decreased 1% pts SWD: Maintained at 0% New Baseline/Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023 CA Dashboard & Dashboard Additional Reports)	CCI: APPROACHING PREPARED 0% (Source: 2024 CA Dashboard & Dashboard Additional Reports)		(Source: CA Dashboard & Dashboard Additional Reports)	Groups (Lowest Performing) LTEL: N/A HL: N/A CCI: APPROACHING PREPARED: Maintained at 0% (Source: CA Dashboard & Dashboard Additional Reports)

Goal Analysis [2024-25]

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.

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: While the full scope of the planned improvements to learning environments for youth in care at ACCESS Juvenile Hall School (AJH) was not fully realized through the intended funding, significant progress was made in providing students with access to technology and career-focused education. Leveraging other funding sources, OCDE was able to introduce modern learning tools and technology, enhancing students' digital literacy and critical thinking skills to the extent possible in juvenile justice settings.

Challenges: Strict online safety guidelines associated with youth in care facilities limited student access to some modern software platforms currently used by students in traditional school settings.

Although the initiative is still in development, these initial efforts mark significant progress toward providing equitable educational opportunities for youth in care. School administration is working closely with OCDE's Information Technology department and the Orange County Probation Department to explore strategies for enhancing access to online platforms in ways that ensures students can benefit from these resources while maintaining the necessary safety protocols outlined by the juvenile court.

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

Successes: OCDE took important steps toward reinforcing the critical support structures needed for the successful operation of ACCESS Juvenile Hall School (AJH). Recognizing the unique challenges of working with youth in care, the focus was on enhancing staffing resources and improving support systems for new educators, including a revised New Teacher Orientation designed specifically for this setting. Additionally, to address the high turnover and limited availability of staff in the juvenile hall environment, efforts were made to collaborate with Human Resources to bolster the availability of Probation-approved substitute teachers, ensuring more consistent learning experiences for students despite the constraints of the facility.

Challenges: The constraints of the facility, including limited access to approved substitute teachers and the need for specialized training, made it challenging to implement staffing solutions quickly and effectively. Additionally, students enrolled in AJH have an extremely high mobility rate, therefore; the evolving needs of the students, combined with the complexities of the juvenile justice system, required ongoing adjustments to staffing and operational strategies, which sometimes slowed the full implementation of planned initiatives.

OCDE is focusing on increasing the pool of approved substitute teachers, as well as offering ongoing professional development, including specialized training for all staff, to ensure they are prepared to meet the evolving needs of students in the juvenile justice system. These steps aim to improve staffing stability, reduce disruptions in student learning, and ensure more timely implementation of educational initiatives.

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

Successes: Discussions with local colleges, vocational training programs, and community organizations are underway, setting the stage for expanded educational opportunities and support networks for AJH students. These early discussions have already identified key areas of potential collaboration, including job training programs and mentorship opportunities.

Challenges: The equitable coordination of educational and vocational opportunities across multiple settings can be complex, as each facility or institution may have its own requirements and limitations.

As these partnerships develop, they will provide a broader range of resources and opportunities designed to increase student engagement, motivation, and post-release reintegration into society, presenting a path for long-term success for youth in care.

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

Successes: While the full expansion of staff was slower than anticipated, meaningful efforts were made to navigate clearance processes and ensure that additional resources were brought in where possible.

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.

Goal 5 - Action 1: Creating Future-Ready Learning Environments in AJH
Expenditures for this action were significantly lower than planned due to the unique operational constraints at AJH. Due to security protocols and restrictions on the use of technology in the institution setting, the intended technology investments could not be fully implemented. While the need for future-ready learning environments remains a priority, the practical challenges of working within a high-security facility with a rapidly changing student population necessitate a more tailored approach. As a result, only minimal expenditures were made to meet immediate needs. The school remains committed to exploring other resource options and is planning to carry over the funds for targeted use in the upcoming year, once more viable solutions are identified.

Goal 5 - Action 2: Increasing Student Achievement Through Improved System Practices for Youth in Care Settings
No expenditures were made under this action during the 2024–25 school year. The original plan was to strengthen system practices to better support the unique needs of youth in care settings. However, during the year, it became possible to use other, less restrictive funding sources to accomplish the same goals across multiple OCDE schools. This allowed for greater flexibility and broader implementation without duplicating efforts. AJH remains committed to expanding and refining these practices, and the planned funds will be carried forward to support future initiatives as needed.

Goal 5 - Action 3: Enhanced Collaborations to Introduce Expanded Services for Students
Expenditures for this action were lower than planned during the 2024–25 school year. The school intended to collaborate with community partners to expand educational opportunities for students, including participation in higher education programs and comprehensive services. While significant progress was made, establishing formal agreements within a juvenile institution is a complex process that requires collaboration not only with external partners but also with the Probation Department. Probation has been a supportive partner throughout this process; however, necessary review and approval steps naturally extend the timeline. As a result, fewer expenditures occurred this year than anticipated. Work toward these partnerships is ongoing, and the school remains committed to expanding services for students as agreements are finalized.

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

When the action was originally developed, there was an intent to create additional positions to expand student support services at AJH. However, over the course of the year, organizational priorities and staffing strategies evolved, and the anticipated positions were not created. While the need to support students remains critical, staffing decisions are made holistically based on a range of factors, including overall program needs, current staff assignments, and resource planning. The school remains committed to ensuring students have access to the services and supports they need, and funds are planned to be carried forward for future staffing or expanded support initiatives as appropriate.

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

Goal 5 was developed to address the specific needs of AJH's lowest-performing student groups as identified on the 2024 California School Dashboard. These student groups—English Learners, Long-Term English Learners (LTELs), students experiencing homelessness, low-income students, students with disabilities, and Hispanic students—demonstrated the lowest performance levels on both the Graduation Rate and the College and Career Indicator (CCI). The purpose of this goal is to provide targeted and comprehensive supports that improve academic outcomes, increase engagement, and prepare students for post-secondary success.

Implementation of Goal 5 actions has led to measurable progress across multiple key performance indicators, indicating their overall effectiveness.

Action 1, which focused on Creating Future-Ready Learning Environments in AJH, contributed to the increased use of i-Ready Reading and Math assessments. These assessments provide educators with critical data about student skill levels and generate individualized intervention assignments, enabling more responsive instruction.

Action 2, Increasing Student Achievement Through Improved System Practices for Youth in Care Settings, supported efforts to reduce barriers to learning, which likely contributed to a decrease in chronic absenteeism across all grade levels, a key indicator of student engagement. Improvement was also seen in the CAASPP/SBAC English Language Arts Writing and Research/Inquiry domains, reflecting stronger academic performance. Notably, the DASS Graduation Rate increased significantly for nearly all student groups, with the exception of students with disabilities. In addition, the English Language Progress Indicator (ELPI) showed a substantial increase in the percentage of English Learners making progress toward English proficiency, affirming the impact of targeted language development strategies.

As seen in the improvements in metrics 5.1, 5.2, 5.4, and 5.6, Action 3, Enhanced Collaborations to Introduce Expanded Services for Students, played a critical role in broadening support systems by strengthening partnerships that led to increased access to mental health services, academic interventions, and family engagement. Likewise, Action 4, Expanding the Educational Team to Maximize Student Success, allowed for the integration of additional staff and specialists, resulting in more personalized support, improved classroom coverage, and greater capacity to address the diverse academic and behavioral needs of students.

Collectively, these outcomes highlight the effectiveness of Goal 5 and the positive impact of the actions taken to support AJH's most vulnerable student populations. The alignment between the strategies implemented and the resulting gains in student achievement, engagement, and readiness clearly demonstrates the value of continuing and refining these actions in the upcoming year.

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.

- LTEL subgroup added to the metrics for CAASPP ELA Writing (5.4) and CAASPP ELA Research/Inquiry (5.5)
- Added new student groups (LTEL and Homeless) to the metrics for DASS one-year 12th grade graduation rate (5.6) and College and Career Indicator (5.8)

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 for students to successfully reintegrate into society and experience long-term success. OCDE recognizes that education plays a pivotal role in breaking the cycle of recidivism by equipping youth with the skills and knowledge needed to pursue positive pathways. To the extent possible in the restrictive environments, OCDE will provide improved, modern learning environments which will allow AJH students to gain greater access to current technology, Artificial Intelligence (AI), experiential learning opportunities, and career-focused education designed to meet the demands of the modern workforce and enhance their skills in research and writing. These opportunities will foster critical thinking, problem-solving, and digital literacy skills needed to navigate an increasingly complex world. Providing additional equitable opportunities to youth in care will promote personal growth, self-esteem, and a sense of purpose, increasing the likelihood of productive citizenship and positive outcomes.	$180,911.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Increasing Student Achievement Through Improved System Practices for Youth in Care Settings	To ensure that AJH students receive the best possible education, regardless of length of enrollment, OCDE will prioritize creating learning environments tailored to their unique needs, including implementing expanded evidence-based services and supports that are equitable and accessible to all students to the greatest possible extent. The distinctive challenges faced by schools that operate in facilities for youth in care demand innovative approaches to education that can adapt to environments that change daily. The administrative services supporting the school must also be regularly updated to ensure the effectiveness of the educational program, particularly in areas such as staffing, equity, diversity, and cybersecurity. OCDE will enhance school-family interaction to support the educational journey of youth in care by offering additional supports to parents and guardians, such as increased clarity on school operations and advanced communication channels using digital resources.	$40,000.00	No
5.3	Enhanced Collaborations to Introduce Expanded Services for Students	Enhanced collaborations with community partners play a crucial role in improving the educational attainment of youth in care by providing an expanded range of resources, support networks, and opportunities that extend beyond the confines of the facility in which they reside. These partnerships leverage the expertise, resources, and networks of community organizations, institutions of higher education, and businesses to create comprehensive educational programs tailored to the unique needs of students enrolled in AJH. By bringing diverse perspectives and resources to the AJH school program, OCDE will enrich the students' educational experience. Expanded collaborations with local colleges and vocational training programs will allow us to offer a broader range of educational pathways that align with the interests and goals of AJH students and bring a new diversity of educational opportunities which will increase engagement and motivation among students, leading to higher levels of educational attainment. Through the expansion of community collaborations, OCDE will further facilitate the successful integration of youth in care back into society upon release by establishing connections with employers, housing providers, and social service agencies who offer specialized job training programs,	$331,120.00	No

Action #	Title	Description	Total Funds	Contributing
		mentorship initiatives, and additional support services to help the students successfully reintegrate into their communities and pursue further education or employment opportunities and empower AJH students to persevere in their educational pursuits despite challenges.		
5.4	Expanding the Educational Team to Maximize Student Success	The addition of staff to the AJH school teams will improve the educational outcomes of the youth in care students by increasing individualized support, expanding educational opportunities, improving classroom dynamics, enhancing program development, and facilitating the delivery of expanded support services. Addressing staffing shortages is crucial for maintaining a functional learning environment. OCDE will work to implement new, enhanced practices that incorporate feedback from AJH classroom staff, school administrative offices, and our county partners to better understand and address these shortages effectively. With extra school staff available, students will receive more personalized guidance and academic assistance, fostering an environment conducive to learning and encouraging improved behavior in class. The presence of additional staff will allow for a wider range of educational programs and cocurricular activities tailored to student needs and interests, while the increased collaborative planning time among school staff and facility staff will lead to innovative teaching methods and engaging projects to further enhance the educational experience.	$110,640.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$9,696,618	$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
15.078%	2.117%	$1,370,977.59	17.195%

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 Low Income/SED) and students with disabilities have expressed feelings of disconnectedness from their schools due to scheduling, childcare, and transportation conflicts, language barriers, and the need for	OCDE will provide students and their families with transportation assistance via bus passes and increased opportunities to participate in multi-lingual activities scheduled at a variety of times and includes childcare, such as parenting workshops and parent/school information sessions, that ensures accessibility for all and offers parents and students the knowledge necessary to navigate the educational system and to advocate for student needs. We are also increasing the budget to support staff attendance	1.3, 1.4, 1.8, 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
	more opportunities to build stronger connections with their children's teachers and the school. This disconnect impedes their ability to effectively partner with the school and support their children's education. **Scope:** LEA-wide	and participation at those events that occur outside the work day. Family engagement will lead to increased attendance, engagement, and academic achievement for students. Through these collaborative efforts, we strive to create an environment where every student and family feels valued, supported, and empowered to succeed. This action is being provided on an LEA-wide basis to support unduplicated students in all of our county's alternative education sites.	
1.3	**Action:** Extended Learning Opportunities to Close Equity Gaps **Need:** Students who are English Learners, Foster Youth, and Low Income/SED are at a disadvantage when it comes to accessing opportunities occurring outside of the school and beyond the school day, and the lack of these valuable experiences limits their personal growth and negatively impacts student outcomes. **Scope:** LEA-wide	OCDE schools will provide students with extended, experiential learning opportunities (such as performing arts camp, field trips, additional classes and coursework, and hands-on workshops) that accelerate learning, increase positive, pro-social connections to school, build interpersonal skills, and encourage empowerment and collaborative team-building. Through an analysis of participant feedback and attendance data, we anticipate an overall increase in school attendance, a decline in suspension rates, heightened school engagement, and improved student achievement and graduation rates, particularly among our unduplicated populations. By ensuring equitable access and offering diverse opportunities for enrichment, we are laying the groundwork for every student to unlock their fullest potential and participate in new, educational experiences. This action is being provided on an LEA-wide basis to support unduplicated students in all of our county's alternative education sites.	1.7, 1.9, 1.10, 1.11, 2.2, 2.3, 2.4, 2.5
1.7	**Action:** School-Based Mental Health Services	To support our students who experience these challenges, we have implemented a multi-tiered	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
	Need: Students who are identified as socioeconomically disadvantaged (SED), foster youth, or those experiencing homelessness often struggle with heightened levels of anxiety and depression due to environmental instability issues beyond their control. These obstacles frequently manifest in decreased academic performance stemming from increased absenteeism. For many of these students, accessing private mental health treatment is cost-prohibitive, creating an additional barrier to receiving the support they need. As a result, it is essential for schools to provide accessible, on-site mental health services to help mitigate the effects of trauma and promote student well-being and academic success. **Scope:** LEA-wide	system of support, which includes incorporating restorative practices, as well as a range of mental health services tailored to meet students' individual needs. Teachers note that students who participate in these support services demonstrate improved attendance, particularly on the days of their counseling sessions. We believe this trend contributes to a student's resiliency, fostering greater self-confidence and self-efficacy, leading to sustained attendance and academic achievement, especially among students who are SED, foster youth, or experiencing homelessness. This action is being provided on an LEA-wide basis to support unduplicated students in all of our county's alternative education sites.	
1.8	**Action:** Specialized Support Services for Successful Transitions **Need:** Students who are foster youth, socioeconomically disadvantaged (SED), and/or English learners face significant challenges in their progress toward graduation due to frequent changes in school placements and housing arrangements, and difficulty understanding how to navigate unfamiliar	To mitigate the systemic barriers, our schools will provide specialized staff to conduct thorough transcript audits, develop tailored education plans, prepare updates for juvenile court proceedings, and analyze graduation requirements. Through strategically targeted supports for our unduplicated student populations we will establish a clear path to academic success with a focus on student groups who are faced with additional barriers to academic achievement. These interventions will empower students and families to overcome obstacles in order to reduce the number of students who drop out and improve graduation	1.3, 1.4, 1.7, 1.8, 1.9, 1.10

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
	secondary and post-secondary education systems. **Scope:** LEA-wide	rates by equipping them with the necessary skills and resilience for a successful transition into the community, post-secondary education, and the workforce. This action is being provided on an LEA-wide basis to support unduplicated students in all of our county's alternative education sites.	
2.1	**Action:** Individualized Academic Support to Close Equity Gaps **Need:** Students who are English Learners, from low-income backgrounds, or in foster care often face multiple challenges that place them at greater risk of falling behind academically. Barriers such as limited English proficiency, lack of access to academic services and supports, housing instability, and frequent school transitions can prevent these students from fully engaging in their education. Unduplicated pupils enrolling in OCDE programs also face additional academic and personal challenges, including chronic absenteeism, credit deficiencies, behavioral concerns, and substance use. These complex needs highlight the importance of providing targeted, individualized support to ensure all students have equitable access to the curriculum and the opportunity to succeed both academically and personally. **Scope:**	To address the academic needs of our unduplicated student groups, specifically English Learners, foster youth, and socioeconomically disadvantaged students, OCDE will provide individualized academic support and tutoring services, as well as opportunities for experiential learning beyond the traditional classroom. These supports are designed to improve student access to the core curriculum and increase academic achievement for students who may not have access to such services outside of school. Extended learning opportunities will help students build a wider base of knowledge, exposing them to new ideas and areas of learning that go beyond the regular classroom experience. This action is principally directed toward unduplicated pupil groups and is implemented schoolwide across all ACCESS education sites. By fostering academic success, the action also contributes to improved attendance, positive behavior, and increased student ownership of their educational progress. These outcomes directly support LCAP goals related to academic performance, engagement, and equity in access to instructional services.	1.7, 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
	LEA-wide		
2.2	**Action:** College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED **Need:** Students who are low income often face systemic barriers that limit their access to college and career readiness opportunities. These may include limited exposure to postsecondary pathways, reduced access to college preparatory resources, financial constraints that prevent participation in college and career enrichment programs, and a need for guidance to help navigate their future options. Without targeted support, the students are more likely to graduate without a clear plan for college or career. Expanding access to structured college and career readiness opportunities is essential to closing equity gaps and ensuring all students are equipped to pursue and succeed in their postsecondary goals. **Scope:** Schoolwide	To support students in successfully transitioning to higher education and the workforce, we are providing access to extended learning opportunities focused on college and career readiness. These opportunities include equitable access to career exploration activities, goal-setting workshops, and job preparedness sessions that cover resume writing, interview skills, and professional presentation. In addition, we provide assistance with accessing financial resources to support college entrance and testing fees to help remove financial barriers that may limit postsecondary access. This action is being implemented schoolwide across all OCDE ACCESS education sites and is principally directed toward students who are low income, who may not otherwise have access to these resources. By increasing exposure to postsecondary pathways and career skills, this action promotes higher levels of student engagement, attendance, and achievement, contributing directly to improved college and career outcomes.	1.7, 2.2, 2.3, 2.4, 2.5
2.9	**Action:** Advanced Technical Education to Close Equity Gaps **Need:**	Creating industry-aligned technical learning experiences for ACC students will bridge the gap in educational opportunities by providing access to state-of-the-art resources and training that the students may not otherwise have which will promote improved school attendance and	1.9, 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
	Students who are low income/SED in ACC often experience difficulty in accessing industry sector educational opportunities due to multiple transitions in life, disruptions in their academic journeys, and other external issues that can negatively impact how they see themselves and their futures. Challenging life experiences related to socioeconomic challenges, including homelessness, often lead to disengagement from school and lack of access to information regarding what they need to learn and do for a successful transition to college and career. There is a need to increase diversity and inclusion in advanced industry sectors where these students are traditionally underrepresented, which benefits the both the students and the workforce by bringing diverse perspectives and experiences to the industry. **Scope:** Schoolwide	academic achievement as students become increasingly engaged in exploring exciting new fields of study. This learning will empower all students, but particularly benefit students who are socioeconomically disadvantaged (SED) as they develop marketable skills and pursue rewarding careers in larger scale, modern facilities. OCDE's advanced technical learning will serve as an avenue to economic stability for our unduplicated student groups by equipping them with in-demand technical skills and paving the way to higher-paying jobs that will improve their socioeconomic status and that of their families. Mentorship, career counseling, and career networking opportunities will help students navigate the complexities of the technical job market, succeed in their chosen fields, secure better livelihoods and positively impact their communities. Empowering ACC students to achieve their full potential promotes equity and taps into a pool of talent and innovation that might otherwise go unnoticed, leading to more inclusive and prosperous communities where individuals from all backgrounds have the opportunity to thrive and contribute. This action is being provided on an schoolwide basis to support unduplicated students in our county's ACCESS County Community school.	
3.6	**Action:** Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth **Need:**	OCDE will equip educators with the necessary skills, knowledge, and resources to ensure they are well-prepared to support these unduplicated student groups academically, emotionally, and socially. Tailored training helps teachers understand the specific challenges these students	1.7, 1.8, 1.9, 1.12, 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
	Students who are English Learners, slow income, or in foster care often face unique and compounding barriers to academic success, including language development needs, limited access to educational resources, and disrupted learning due to frequent school transitions. To effectively support these unduplicated student groups, educators must be equipped with targeted training and strategies that address their specific academic, social-emotional, and engagement needs. Ongoing professional development is essential to ensure staff are prepared to create inclusive, supportive, and equitable learning environments that promote success for all students. **Scope:** LEA-wide	face, enabling them to create inclusive and responsive learning environments that build student success. Staff professional development targeting the needs of students who are English Learners, low-income, or Foster Youth is essential for promoting equity and inclusion within all OCDE schools. While beneficial to all students, these trainings provide educators with skills and strategies to meet the diverse needs of unduplicated student populations, build cultural competence, and provide staff with a greater understanding of the unique challenges faced by their students. By providing evidence-based instructional strategies, addressing legal obligations, and focusing on closing achievement gaps, targeted professional development ensures that all students have equal access to high-quality education and support, leading to improved academic outcomes among unduplicated student groups.	

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:**	Participation in extended learning activities has shown to significantly boost student engagement, resulting in positive outcomes for both students and their families. To ensure equitable access to these opportunities, we are committed to providing students who are English Learners (EL) and their	1.3, 1.4, 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
	English Learners (EL), including Long Term English Learners (LTELs), enrolled in ACCESS and their families often lack the ability to effectively engage in school activities due to language barriers and unfamiliarity with the educational system. **Scope:** Limited to Unduplicated Student Group(s)	families with customized, language accessible programs and events specific to their needs. These initiatives include bilingual parent workshops and EL parent conferences, which serve as platforms for equipping parents and students with the knowledge and skills necessary to navigate the educational landscape effectively while offering insights on advocating for student needs and facilitating connections to community resources specifically tailored to support EL families. Enhancing engagement among EL students and their families will result in positive outcomes and improved academic achievement. Through these targeted efforts, we are fostering supportive, culturally responsive environments where every EL student can thrive academically and socially. This action is being provided on a limited basis (English Learners) in OCDE's ACCESS school settings.	
1.6	**Action:** Essential Items for Students who are SED/Low Income (Including Homeless) **Need:** Enrollment data for the 2024–25 school year indicates that 69% of students are identified as socioeconomically disadvantaged (SED), and 13% are experiencing homelessness. These conditions present significant barriers to student engagement and academic achievement. Site-level feedback from educators highlights that many SED students lack access to essential school supplies needed for homework completion and face challenges related to consistent and reliable transportation to and from school. These	To address the identified barriers to student engagement and academic success, OCDE's school programs will strategically leverage site-based funding and community partnership donations to provide essential resources to socioeconomically disadvantaged (SED) students and their families. Supports will include food, clothing, shoes, bus passes for school transportation, and basic school supplies. By addressing these basic needs, the programs seek to promote regular school attendance, increase engagement in classroom activities, and improve academic outcomes in reading and math, as measured by local assessments and Statewide testing. This action aligns with the LCAP goals of improving student engagement and academic achievement and will be implemented on a limited	1.7, 1.8 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
	barriers contribute to chronic absenteeism, decreased participation in school activities, and lower academic performance. Addressing these challenges is critical to improving student engagement, a key priority area of this LCAP. **Scope:** Limited to Unduplicated Student Group(s)	basis for identified SED/low-income students across all OCDE alternative education settings.	
2.3	**Action:** College/Career Exploration Opportunities for OCDE Students who are Foster Youth **Need:** Students who are in foster care often experience frequent changes in home placements and school settings, which can disrupt their educational progress and limit consistent access to college and career planning resources. As a result, many foster youth have limited awareness of postsecondary options and face challenges accessing the support and guidance needed to explore and pursue college or career pathways. Targeted, stable, and proactive support is essential to ensure these students are equipped with the information, tools, and opportunities necessary for a successful transition beyond high school. **Scope:** Limited to Unduplicated Student Group(s)	To support the unique college and career readiness needs of students who are in foster care, OCDE will provide ACCESS and Connections foster youth, their support teams, and foster families with targeted extended learning opportunities. These experiences are specifically designed to build awareness of postsecondary pathways, introduce available resources for foster youth, and empower students to make informed decisions about their future. Participation in these activities has been shown to increase school engagement, which in turn supports improved attendance, academic achievement, and long-term readiness for college, careers, and civic life. This action is being implemented on a limited basis, specifically directed toward foster youth across all OCDE alternative education settings.	1.7, 1.9, 2.7
2.5	**Action:**	To meet the academic and language development needs of students who are English Learners,	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 Support for Students who are English Learners **Need:** Students who are English Learners (EL) often enroll in OCDE school programs with diverse academic needs resulting from language barriers and credit deficiencies. These challenges can hinder their ability to fully access the curriculum, engage in classroom learning, and make steady progress toward graduation. In addition to impacting academic achievement, these barriers can also affect students' sense of belonging and connection to school. Targeted academic supports are essential to help English Learners build language proficiency, recover credits, and succeed in a supportive and inclusive learning environment. **Scope:** Limited to Unduplicated Student Group(s)	OCDE will provide targeted instructional support across all alternative education settings. This includes access to language acquisition programs, tutoring, English Learner-specific curriculum, supplemental materials, educational technology, high-interest reading books, and literacy software, all of which are designed to enhance curriculum access and support EL academic achievement. Specialized instructional staff will also collaborate with classroom teachers to support the effective implementation of English Language Development (ELD) standards. Professional development will be provided to equip educators with strategies for helping English Learners build academic English and succeed across subject areas. As students gain confidence and experience academic success, improvements are observed in attendance, behavior, and engagement. These supports contribute to increased reclassification rates, growth in English proficiency, and the narrowing of achievement gaps. This action is being implemented on a limited basis, specifically directed toward English Learners in all OCDE alternative school programs.	
2.6	**Action:** Academic Instruction and Enrichment for Students who are Adjudicated **Need:** Students who are currently incarcerated or on Probation often enter OCDE school programs with a wide range of academic challenges. These challenges are frequently linked to	To address the significant academic and social barriers faced by adjudicated youth, OCDE will provide high-quality instruction and individualized academic support within our juvenile court school school program. These services are designed to increase access to the curriculum, improve academic achievement, and support adjudicated students in developing the skills necessary for	1.7, 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
	socioeconomic disadvantage, significant credit deficiencies, involvement with the juvenile justice system, and histories of truancy, chronic absenteeism, and substance use. Many students also face interpersonal and behavioral difficulties that negatively impact their ability to engage consistently in school. These factors disrupt their educational progress and limit opportunities for academic achievement, making targeted and structured academic support essential to their success. **Scope:** Limited to Unduplicated Student Group(s)	successful reintegration into their communities as engaged, productive individuals. As students begin to experience academic success, improvements are observed in school participation, behavior, and interpersonal relationships. These positive outcomes help create a greater sense of purpose, encourage goal-setting, and contribute to long-term academic growth and pro-social development. This action is implemented on a schoolwide basis at OCDE's ACCESS Juvenile Hall school, where 100% of students are eligible for Free or Reduced-Price Meals and are designated as low income/socioeconomically disadvantaged. The action is principally directed toward meeting the needs of unduplicated students within this setting.	
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 face significant challenges in acquiring the literacy skills necessary to effectively access the content in instructional materials and textbooks, which impacts self-confidence and negatively impedes their academic development.	OCDE schools will offer targeted services specifically designed to support our LTELs with enhanced ELD instruction in support of English language acquisition in reading, writing, listening, and speaking, Success in these areas will increase their confidence, academic competence, and school engagement, resulting in overall better outcomes, and college and career readiness, thus ensuring they have acquired the language skills necessary for future success. This action is being provided on a limited basis (LTELs) in all OCDE's alternative school settings.	2.2, 2.3,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.5	**Action:** Coordination of Services for Students who are Foster Youth Within OCDE Schools **Need:** Foster youth often face significant challenges when they experience multiple school placements that disrupt their academic progress, social development, and emotional well-being leading to a lack of stability and inconsistent delivery of educational services. **Scope:** Limited to Unduplicated Student Group(s)	By establishing a systematic approach to coordinating services specifically tailored to the unique circumstances and challenges faced by foster youth within OCDE schools, we will ensure their educational success and personal development. Providing continuity of care, despite changes in living situations, will address trauma and support needs, fulfill legal obligations, prevent educational disparities, and promote collaboration among educational partners to coordinated services that play an important role in promoting positive outcomes for this vulnerable population of students. This action is being provided on a limited basis (foster youth) in all OCDE's alternative school settings.	1.7, 1.9, 2.7

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 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

2025-26 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	$64,308,931	$9,696,618	15.078%	2.117%	17.195%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$47,324,985.00	$11,648,757.00	$25,148,827.00	$2,612,926.00	$86,735,495.00	$74,419,167.00	$12,316,328.00

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	$555,763.00	$359,600.00	$791,914.00	$121,581.00	$1,868.00		$915,363.00	
1	1.2	Family Engagement to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$890,612.00	$60,309.00	$395,090.00	$434,307.00	$33,720.00	$87,804.00	$950,921.00	
1	1.3	Extended Learning Opportunities to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	3 years	$2,866,597.00	$437,900.00	$3,225,073.00	$20,751.00	$58,673.00		$3,304,497.00	
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	All Schools Specific Schools: ACCESS	3 years	$178,126.00	$279,955.00	$389,290.00			$68,791.00	$458,081.00	
1	1.5	Healthy and Positive School Environments	All	No			All Schools	3 years	$2,561,198.00	$1,084,670.00	$2,616,566.00	$985,470.00	$43,832.00		$3,645,868.00	
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	$277,371.00	$880,142.00	$936,638.00			$220,875.00	$1,157,513.00	
1	1.7	School-Based Mental Health Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$879,049.00	$255,186.00	$1,134,235.00				$1,134,235.00	
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	$2,114,718.00	$13,774.00	$1,961,150.00	$35,091.00	$87,728.00	$44,523.00	$2,128,492.00	

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	1.9	Mental Health Services for Students with Disabilities	Students with Disabilities	No			All Schools	3 years	$3,565,815.00	$150,000.00	$759,756.00	$927,656.00	$2,028,403.00		$3,715,815.00	
2	2.1	Individualized Academic Support to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	3 years	$1,292,607.00	$17,945.00	$1,190,796.00			$119,756.00	$1,310,552.00	
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	$118,637.00	$349,550.00	$356,914.00	$111,273.00			$468,187.00	
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	$117,003.00	$10,000.00	$118,098.00			$8,905.00	$127,003.00	
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	$549,435.00	$10,651.00	$8,851.00	$166,441.00		$384,794.00	$560,086.00	
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	$1,259,973.00	$10,271.00	$918,287.00			$351,957.00	$1,270,244.00	
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	$7,398,493.00	$55,834.00	$5,817,765.00		$410,228.00	$1,226,334.00	$7,454,327.00	
2	2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	All Students with Disabilities	No			All Schools	3 years	$254,070.00	$511,500.00	$495,765.00	$269,805.00			$765,570.00	
2	2.8	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	3 years	$0.00	$100,000.00	$100,000.00				$100,000.00	

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
					s)											
2	2.9	Advanced Technical Education to Close Equity Gaps	Low Income	Yes	School wide	Low Income	Specific Schools: ACCESS County Community school	3 years	$0.00	$707,795.00	$707,795.00				$707,795.00	
3	3.1	Facilities Maintenance	All	No			All Schools	3 years	$949,993.00	$3,030,102.00	$991,821.00	$2,988,274.00			$3,980,095.00	
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	$44,188,409.00	$2,851,283.00	$23,353,520.00	$1,201,797.00	$22,484,375.00		$47,039,692.00	
3	3.3	Coordination of Services for Expelled Youth in OCDE Schools	All Students who have been expelled	No			All Schools	3 years	$132,492.00	$2,000.00	$134,492.00				$134,492.00	
3	3.4	Coordination of Services for Orange County Foster Youth	All Foster youth in Orange County	No			All Schools	3 years	$847,546.00	$0.00	$217.00	$748,142.00		$99,187.00	$847,546.00	
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	$786,149.00	$10,000.00	$418,890.00	$377,259.00			$796,149.00	
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	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$491,426.00	$10,636.00	$502,062.00				$502,062.00	
4	4.1	Creating Future-Ready Learning Environments in ACC	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	$0.00	$522,500.00		$522,500.00			$522,500.00	
4	4.2	Increasing Student Achievement Through	All	No			Specific Schools:	3 years	$14,712.00	$115,000.00		$129,712.00			$129,712.00	

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
		Improved System Practices					ACCESS County Community school (ACC)									
4	**4.3**	Enhanced Collaborations to Introduce Expanded Services for Students	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	$0.00	$150,000.00		$150,000.00			$150,000.00	
4	**4.4**	Expanding the Educational Team to Maximize Student Success	All	No			Specific Schools: ACCESS County Community school (ACC)	3 years	$1,796,027.00	$0.00		$1,796,027.00			$1,796,027.00	
5	**5.1**	Creating Future Ready Learning Environments in AJH	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	$75,186.00	$105,725.00		$180,911.00			$180,911.00	
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 (AJH)	3 years	$147,120.00	$184,000.00		$331,120.00			$331,120.00	
5	**5.4**	Expanding the Educational Team to Maximize Student Success	All	No			Specific Schools: ACCESS Juvenile Hall school (AJH)	3 years	$110,640.00	$0.00		$110,640.00			$110,640.00	

2025-26 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
$64,308,931	$9,696,618	15.078%	2.117%	17.195%	$18,172,083.00	0.000%	28.257 %	**Total:**	$18,172,083.00
								LEA-wide Total:	$8,408,406.00
								Limited Total:	$8,698,968.00
								Schoolwide Total:	$1,064,709.00

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	LEA-wide	English Learners Foster Youth Low Income	All Schools	$395,090.00	
1	**1.3**	Extended Learning Opportunities to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	$3,225,073.00	
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	All Schools Specific Schools: ACCESS	$389,290.00	
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	$936,638.00	
1	**1.7**	School-Based Mental Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,134,235.00	
1	**1.8**	Specialized Support Services for Successful Transitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,961,150.00	

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	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ACCESS schools	$1,190,796.00	
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	Schoolwide	Low Income	Specific Schools: ACCESS schools	$356,914.00	
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	$118,098.00	
2	2.5	Academic Support for Students who are English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$918,287.00	
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)	$5,817,765.00	
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	$100,000.00	
2	2.9	Advanced Technical Education to Close Equity Gaps	Yes	Schoolwide	Low Income	Specific Schools: ACCESS County Community school	$707,795.00	
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	$418,890.00	
3	3.6	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$502,062.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$83,094,541.00	$79,061,095.00

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	$444,077.00	$447,543
1	**1.2**	Family Engagement to Close Equity Gaps	Yes	$316,140.00	$227,927
1	**1.3**	Extended Learning Opportunities to Close Equity Gaps	Yes	$2,973,602.00	$2,804,965
1	**1.4**	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	Yes	$261,126.00	$394,645
1	**1.5**	Healthy and Positive School Environments	No	$2,750,013.00	$3,064,738
1	**1.6**	Essential Items for Students who are SED/Low Income (Including Homeless)	Yes	$1,252,067.00	$1,220,176
1	**1.7**	School-Based Mental Health Services	Yes	$1,682,829.00	$1,057,363
1	**1.8**	Specialized Support Services for Successful Transitions	Yes	$1,669,900.00	$1,919,916
1	**1.9**	Mental Health Services for Students with Disabilities	No	$2,934,548.00	$2,584,834
2	**2.1**	Individualized Academic Support to Close Equity Gaps	Yes	$1,559,314.00	$1,400,228

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	$140,402.00	$380,664
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	$112,692.00	$118,547
2	2.4	Individualized Academic Support for Students who are Foster Youth in Group Homes/Short-Term Residential Therapeutic Programs (STRTP)	No	$675,870.00	$700,141
2	2.5	Academic Support for Students who are English Learners	Yes	$3,079,892.00	$3,003,913
2	2.6	Academic Instruction and Enrichment for Students who are Adjudicated	Yes	$7,132,092.00	$7,429,750
2	2.7	Career Technical Education Opportunities for All Students, Including Students with Disabilities	No	$1,335,938.00	$686,275
2	2.8	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	Yes	$406,487.00	$0.00
2	2.9	Advanced Technical Education to Close Equity Gaps	Yes	$3,500,000.00	$1,640,606
3	3.1	Facilities Maintenance	No	$1,373,295.00	$3,716,178
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	$42,658,782.00	$43,052,407
3	3.3	Coordination of Services for Expelled Youth	No	$791,439.00	$384,702
3	3.4	Coordination of Services for Orange County Foster Youth	No	$1,145,093.00	$1,069,747

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	**3.5**	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	$501,268.00	$577,801
3	**3.6**	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Yes	$735,584.00	$668,741
4	**4.1**	Creating Future-Ready Learning Environments in ACC	No	$522,502.00	$2,700
4	**4.2**	Increasing Student Achievement Through Improved System Practices	No	$177,270.00	$0.00
4	**4.3**	Enhanced Collaborations to Introduce Expanded Services for Students	No	$150,000.00	$0.00
4	**4.4**	Expanding the Educational Team to Maximize Student Success	No	$1,886,207.00	$451,828
5	**5.1**	Creating Future Ready Learning Environments in AJH	No	$112,405.00	$849
5	**5.2**	Increasing Student Achievement Through Improved System Practices for Youth in Care Settings	No	$50,000.00	$0.00
5	**5.3**	Enhanced Collaborations to Introduce Expanded Services for Students	No	$332,009.00	$53,911
5	**5.4**	Expanding the Educational Team to Maximize Student Success	No	$431,698.00	$0.00

2024-25 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)
$10,257,925	$23,218,853.00	$20,967,170.00	$2,251,683.00	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	$231,455.00	$143,342		
1	1.3	Extended Learning Opportunities to Close Equity Gaps	Yes	$2,893,942.00	$2,715,508		
1	1.4	Extended Learning Opportunities for ACCESS Students who are English Learners and their Families	Yes	$240,401.00	$374,054		
1	1.6	Essential Items for Students who are SED/Low Income (Including Homeless)	Yes	$975,022.00	$945,645		
1	1.7	School-Based Mental Health Services	Yes	$1,682,829.00	$1,057,363		
1	1.8	Specialized Support Services for Successful Transitions	Yes	$1,537,993.00	$1,782,875		
2	2.1	Individualized Academic Support to Close Equity Gaps	Yes	$1,514,624.00	$1,332,932		
2	2.2	College/Career Exploration Opportunities Principally Benefiting Students who are Low-Income/SED	Yes	$140,402.00	$379,173		
2	2.3	College/Career Exploration Opportunities for Students who are Foster Youth	Yes	$104,336.00	$109,659		
2	2.5	Academic Support for Students who are English Learners	Yes	$3,079,892.00	3,003,913		

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	**2.6**	Academic Instruction and Enrichment for Students who are Adjudicated	Yes	$5,710,326.00	$6,256,317		
2	**2.8**	Targeted Services to Support the Academic Development of Long-Term English Learners (LTELs)	Yes	$406,487.00	$0.00		
2	**2.9**	Advanced Technical Education to Close Equity Gaps	Yes	$3,500,000.00	$1,640,606		
3	**3.5**	Coordination of Services for Students who are Foster Youth Within OCDE Schools	Yes	$465,560.00	$566,492		
3	**3.6**	Staff Professional Development to Principally Benefit Students who are English Learners, Low Income/SED, or Foster Youth	Yes	$735,584.00	$659,291		

2024-25 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)
$64,766,366	$10,257,925	18.652%	34.490%	$20,967,170.00	0.000%	32.374%	$1,370,977.59	2.117%

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 2025-26, 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 2025-26, 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

2025-26 Appendices

Appendix A: Acronym and Abbreviations

Appendix B: Educational Partners

Appendix C: OCDE Student Demographic

Appendix D: Family Engagement Events in ACCESS 2021-2025

Appendix E: ACCESS and Connections Surveys (Parent, Student, 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 **Appendix A**

ACROYNMS AND ABBREVIATIONS

ACCESS Alternative, Community, and Correctional Education Schools and Services

AP Advanced Placement

CAASPP California Assessment of Student Performance and Progress

CALPADS California Longitudinal Pupil Achievement Data S

CCI College and Career Preparedness

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

CHSPE California High School Proficiency Exam

COE County Office of Education

CSEA California School Employees Association

CSI Comprehensive Support and Improvement

CTE Career Technical Education

CWA Child Welfare and Attendance

DASS Dashboard Alternative School Status

DHH Deaf and Hard of Hearing

DELAC District English Learner Advisory Committee

EADMS Educator's Assessment Data Management System

Appendix A

LOCAL CONTROL AND ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS

EADC Evaluation Assessment & Data Center

EAP Early Assessment Program

EC Education Code

EL English Learner

ELA English Language Arts

ELAC English Learner Advisory Committee

ELD English Language Development

ELDA English Language Development Assistants

ELPAC English Language Proficiency Assessments for California

FIT Facility Inspection Tool

FRC Family Resource Center

FYSCP Foster Youth Services Coordinating Program

GED General Education Development Test

GLAD Guided Language Acquisition Design

HiSET High School Equivalency Test

HLC Harbor Learning Center

IEP Individual Education Plan

LCAP Local Control Accountability Plan

LCFF Local Control Funding Formula

LOCAL CONTROL AND ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS

Appendix A

LEA Local Education Agency

LREBG Learning Recovery Emergency Block Grant

NGSS Next Generation Science Standards

NTID National Technical Institute for the Deaf

OCCS Orange County Community Schools

OCDE Orange County Department of Education

OCSEA Orange County Schools Educators Association

RFEP Re-designated-Fluent English Proficient

SBAC Smart Balance Assessment Consortium

SED Socioeconomically Disadvantaged

SES Special Education Services

SLP Speech Language Pat

SSC School Site Council

STEM Science, Technology Engineering and Math

STEAM Science, Technology Engineering, Art, and Math **S**

TRTP Short-Term Residential Therapeutic Program

SWD Students with Disabilities

TK Transitional Kindergarten

WASC Western Association of Schools and Colleges

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

Home Aid Family Care Center

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

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

Sage Hill High School

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

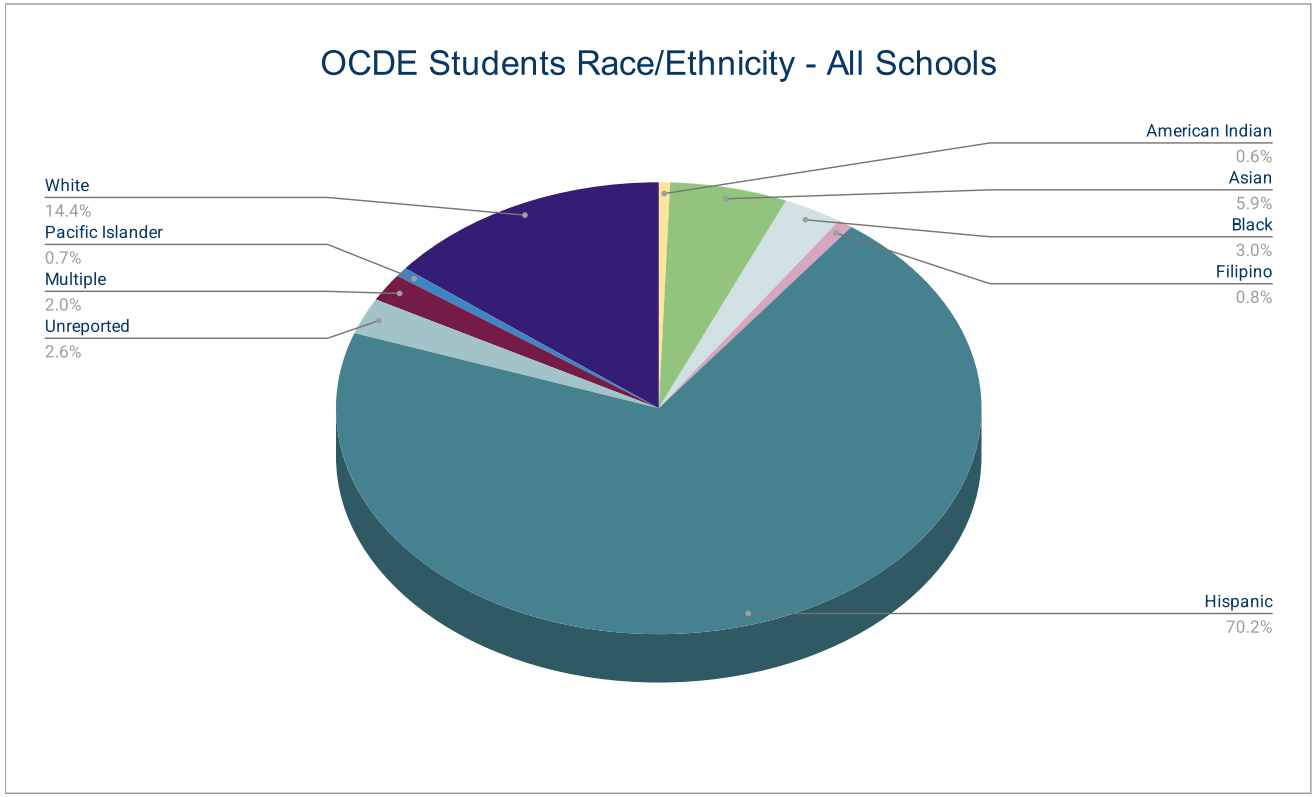
Vanguard University

Waymakers

Western Youth Services

Working Wardrobes

Appendix C



Race/Ethnicity	Count	Percentage
American Indian	12	0.57%
Asian	125	5.89%
Black	63	2.97%
Filipino	16	0.75%
Hispanic	1490	70.22%
Unreported	55	2.59%
Multiple	42	1.98%
Pacific Islander	14	0.66%
White	305	14.37%
Grand Total	**2122**	

Appendix D

Family Engagement Events in ACCESS 2022-2025

By Joyce Epstein's Typology

Type of Engagement	2022-23	2023-24	2024-25
Type 1 – Parenting	158	197	216
Type 2 – Communicating	36	25	40
Type 3 – Volunteering	44	16	12
Type 4 – Learning at Home	14	16	25
Type 5 – Decision Making	21	29	29
Type 6 – Collaborating with the Community	16	14	32
Type 7 – Relationship Building	11	39	45
TOTAL	**300**	**336**	**399**

Appendix E

ACCESS Parent Feedback

2024-2025

Prepared By:
Evaluation and Data Center at OCDE
Revised March 2025

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.

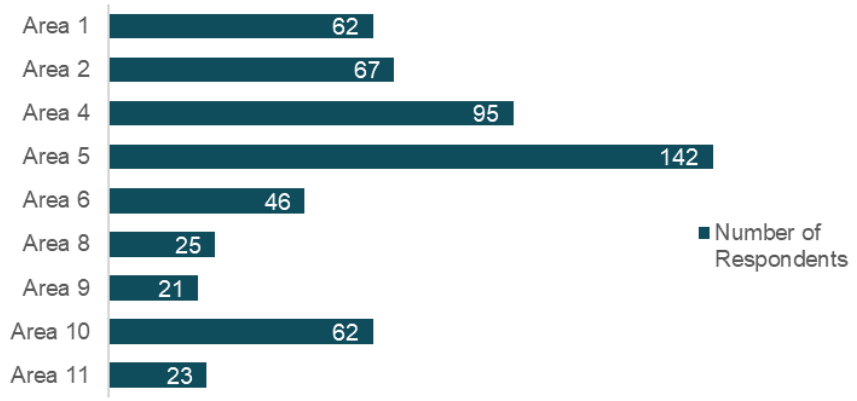
Method:

The survey was administered online with an approximate 12-week administration window: November 11, 2024, to January 31, 2025. Following the standard Evaluation & Data Center (EADC) 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, 543 survey responses were received (N=543 parents).

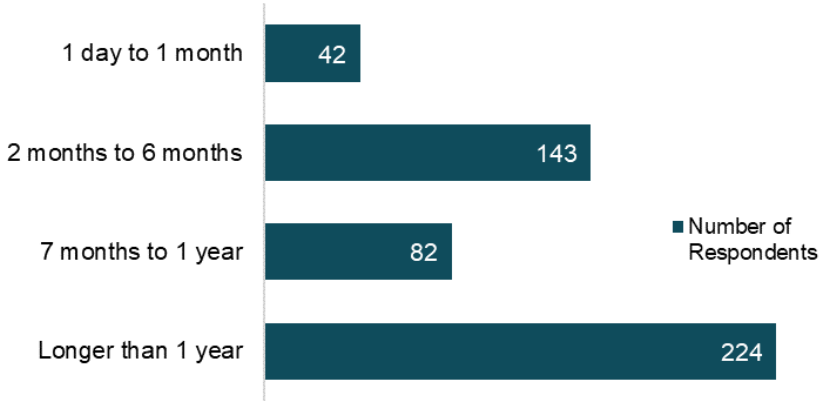
Analysis:

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.

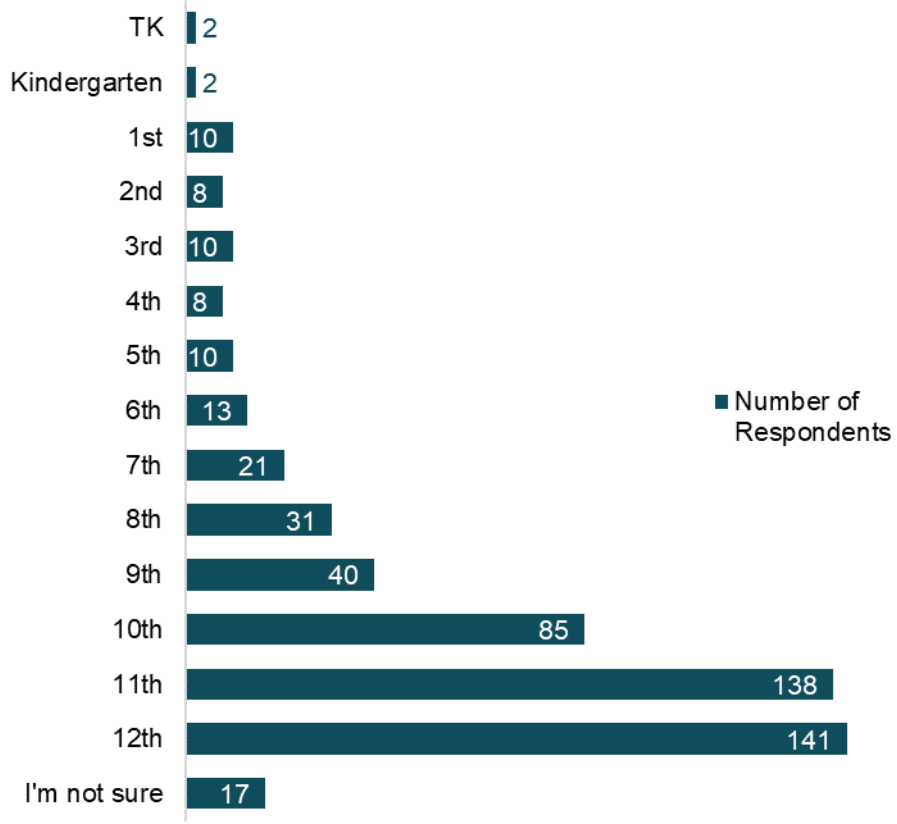
What Area does your child attend?



How long has your child been enrolled in an ACCESS school?

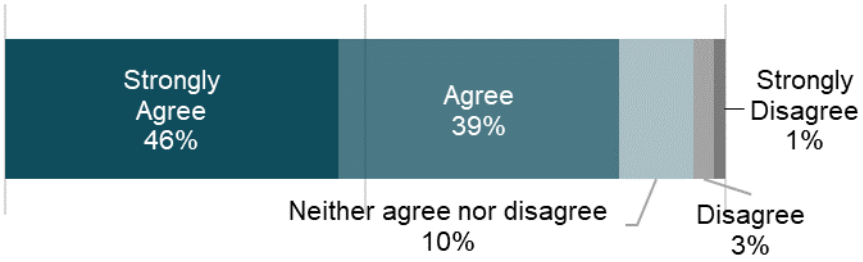


My child's grade level:



1. I feel my child is making academic progress.

n=538



Comment Analysis

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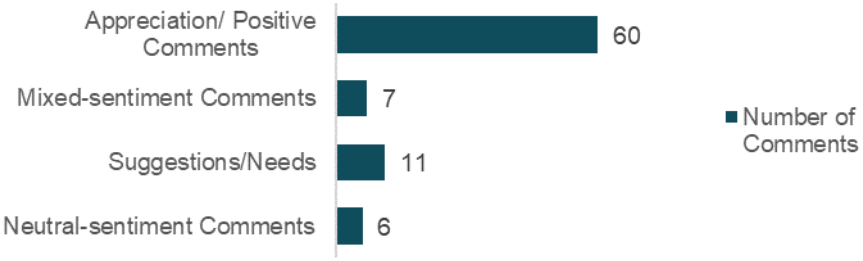
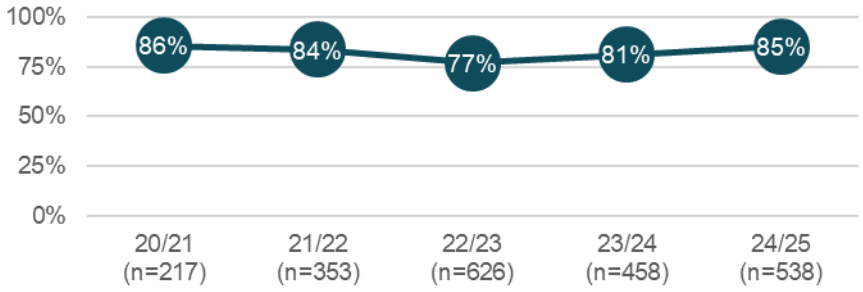
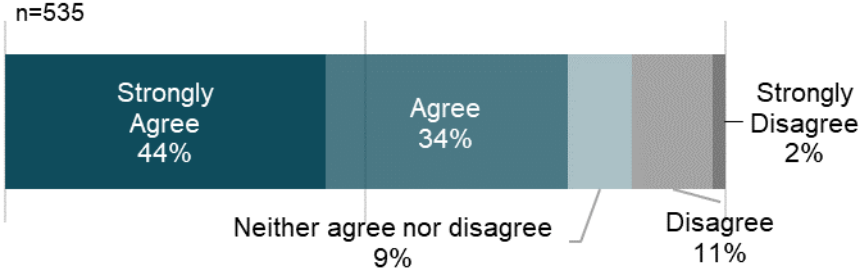


Compared to Prior Years

Note. % Strongly Agree + % Agree



2. a) I have discussed my child's education with his/her teacher.
n=535



Compared to Prior Years
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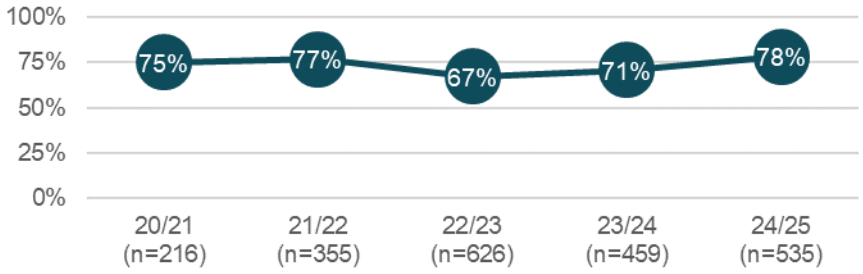
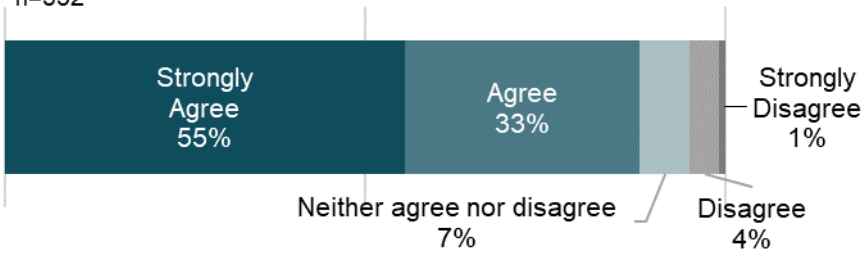
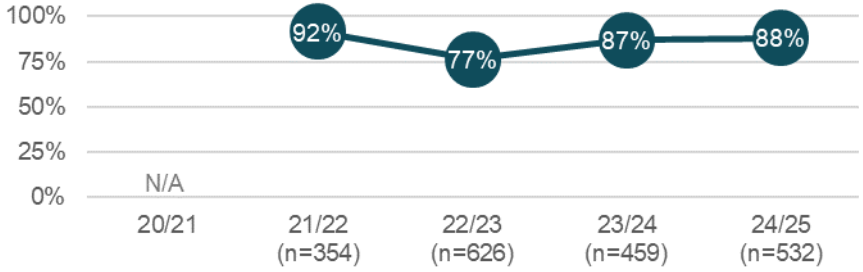


2. b) I feel comfortable reaching out to my child's school.
n=532



Compared to Prior Years
Note. % Strongly Agree + % Agree



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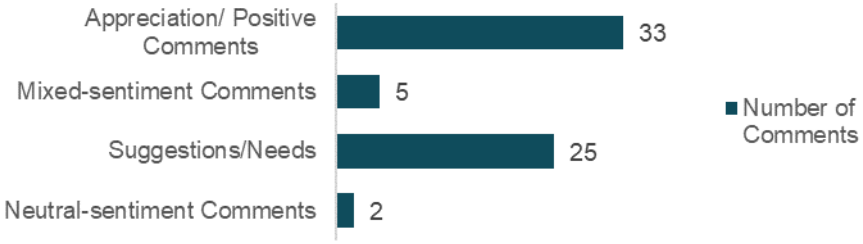
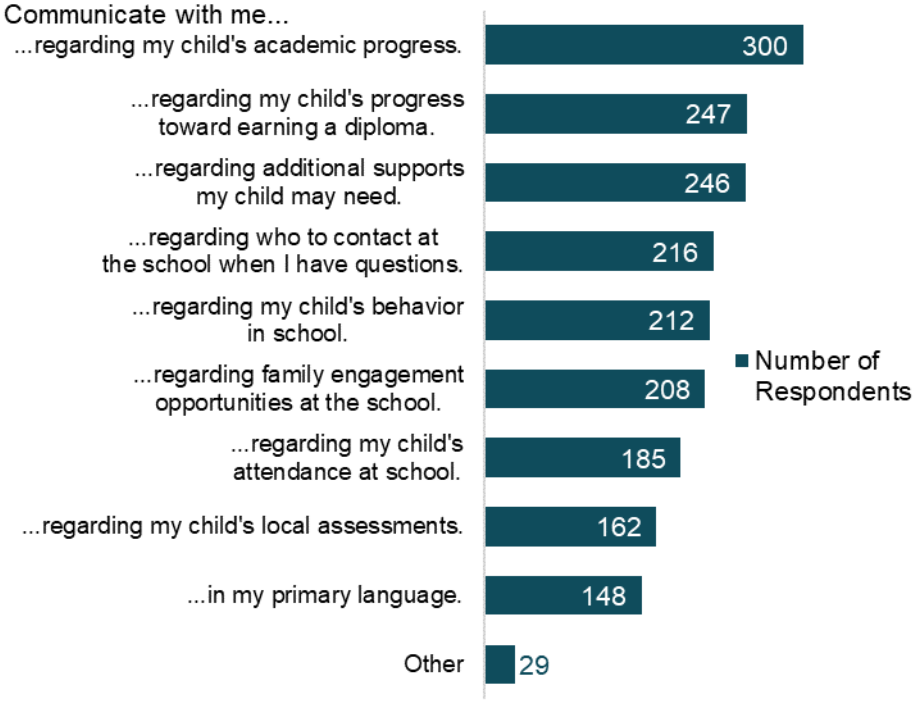


3. What are additional ways the school can better meet your child's educational needs? (check all that apply)
n=418



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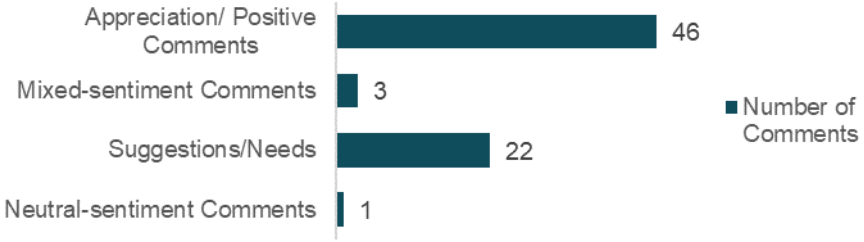
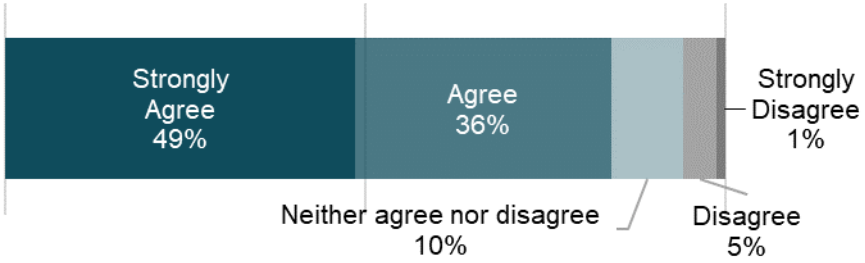


Other (write in) responses:

- Communicate to my child in a way that builds his self esteem.
- Communicate witih me regarding college prep.
- Communicated better in programs to help my child succeed
- Communication of expectations and accountability.
- Digital education support when needed to advance learning
- Espanol [Spanish]
- Faster response when I reach out
- how to cope with his/her anger and decision of sex change
- my biggest concern is my sons behavior and if someone can keep me updated on how he does because that is the reason why he is there. i worry about him
- my son sometimes has bad behaviors and my wife and i dont know what to do
- Offer more electives
- Offer more zoom classes
- Provide sport opportunities, anger management classes, emotional well being worshops
- quarterly
- Resources for a career in electronic auto mechanics

4. Communication from the school is timely and consistent.
n=533



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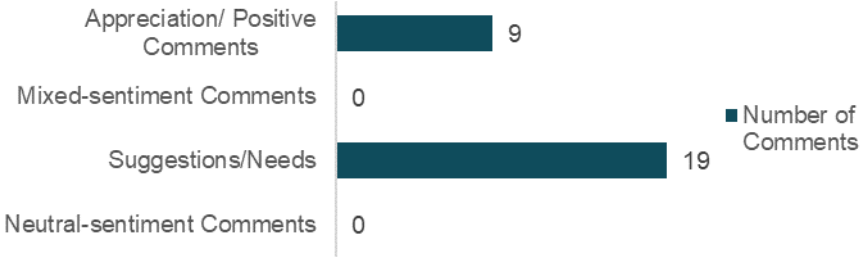
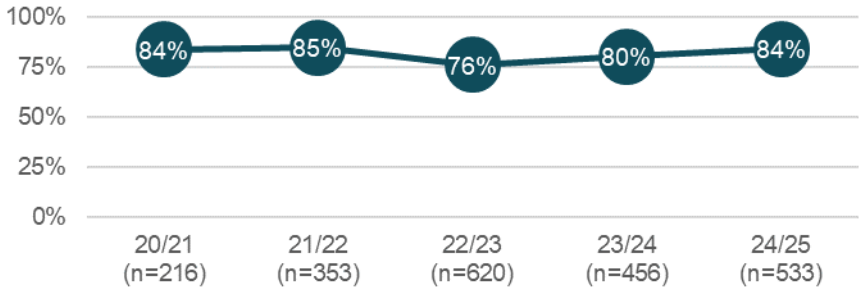
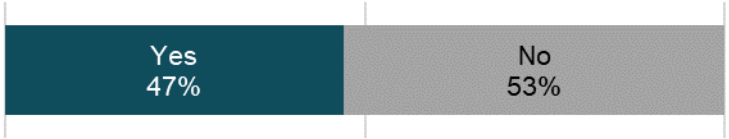


Compared to Prior Years

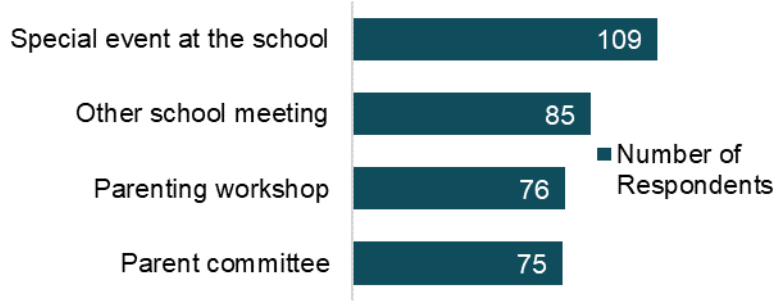
Note. % Strongly Agree + % Agree



5. a) Have you attended a school meeting, event, or workshop, either in person or virtually, during the last month?
n=542



5. b) If yes, what did you attend? (select all that apply)



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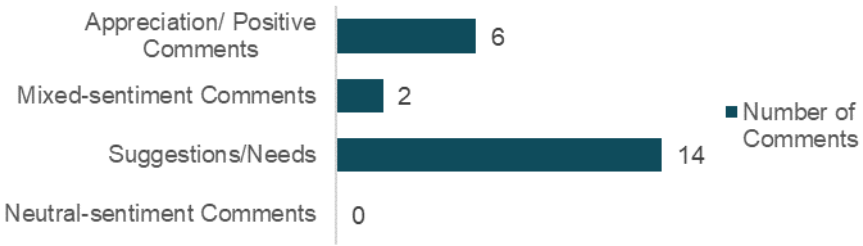
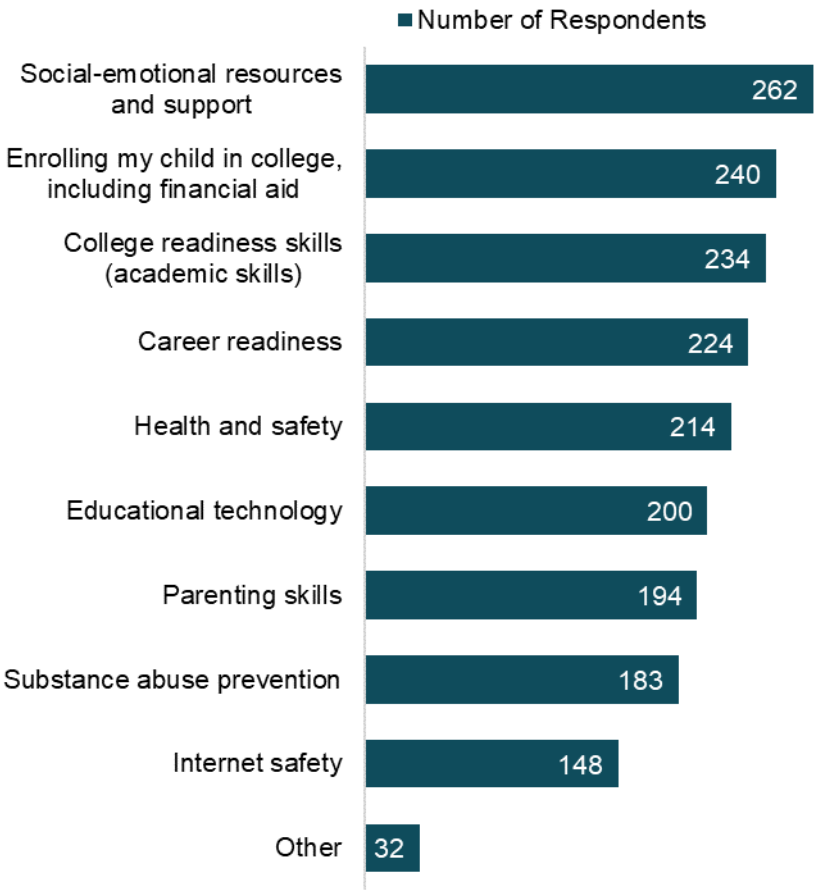


Other (write in) responses:

- Academic advisory meeting - so crucial to my son's progress
- An individual meeting with teachers & staff to discuss my child graduating.
- Career specialist, psychologist, nurse, counselor
- Class
- communicating with sp ed teacher
- Counseling for [my child]
- FAFSA workshop
- IEP meeting
- in person classes for my child
- Initial meeting
- It was at argosy office
- Junta con mi hija [Meeting with my daughter]
- meeting the staff and counselor
- Met with counselor
- Monthly meeting
- Parent Teacher Meeting
- Progress update / student-teacher conference
- SIT for truancies
- Sometimes I go with my child to meet his teacher when he turns in work
- Special health meeting
- Spoke to the counselor and PO regarding change in attitude.
- Staff meeting
- Student Assessment to update me on my child's academic progress & behavioral issues.
- Student Cooking Class
- Student work progress

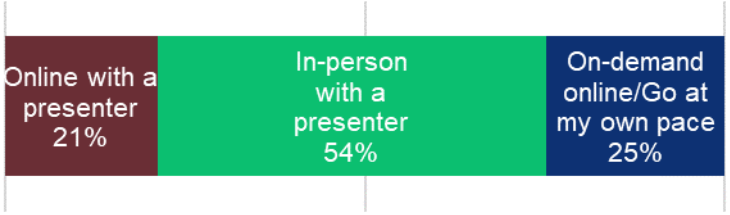
6. a) What topics would you like to see incorporated into parent workshops? (check all that apply)
n=476



Other (write in) responses:

- Cleaning record of students with felonies or on probation
- college courses that my son can take as a high student.
- difficult behavior
- Financial aid workshops for the parents please
- fire arms
- getting some resources and just following up with us.
- Grief
- how a child with dyslexia learns
- how to cope with behavior
- how to teach kids to talk to adults instead of texting
- I have another 10 year son with a disability but I would like to be get some resources to help my family
- iep resources
- If someone could help me apply for resources in my community for my family it would really help me.
- Introducing CTE and AI Programs
- It is important to have childcare during the sessions.
- job resources for parents
- keeping them motivated
- More performing arts choices.
- Nutricion/Comida Sana [Nutrition/Healthy Food]
- Resources for getting work after graduation and also assistance on technical school training
- resources to engage my son into talking
- Robotics on demand (online at your own pace)
- Self-esteem / job search / How to dress for interviews and help with that

6. b) My preferred method of attending a parent workshop is...
n=511



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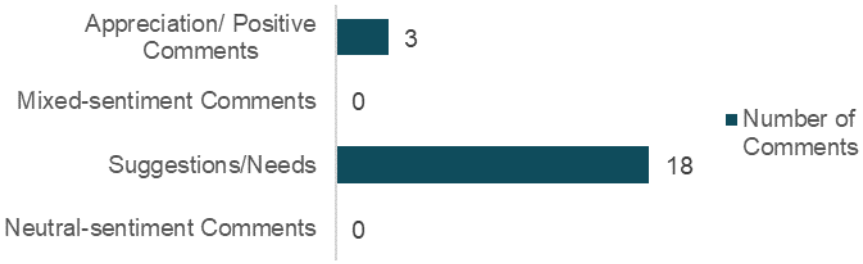
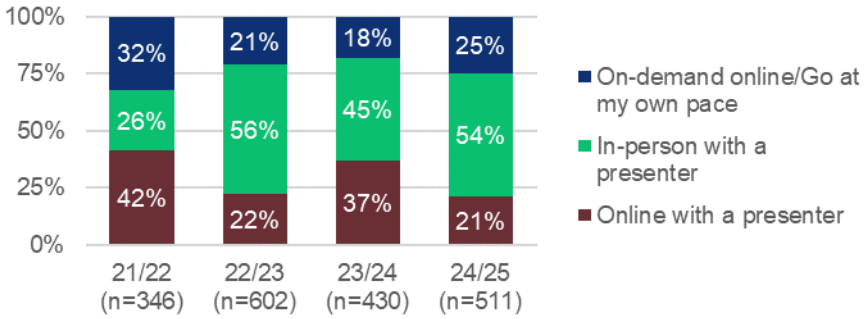
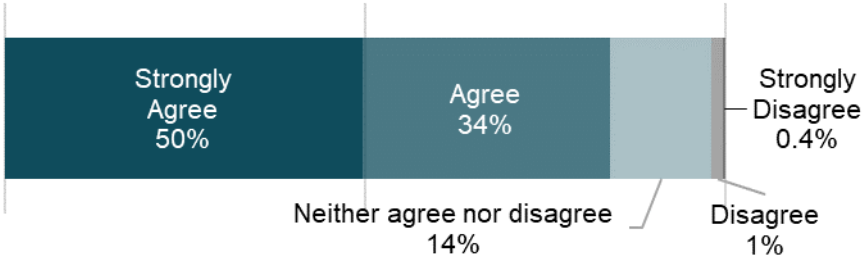


Compared to Prior Years



7. My child's school supports and values cultural diversity and inclusion.
n=535



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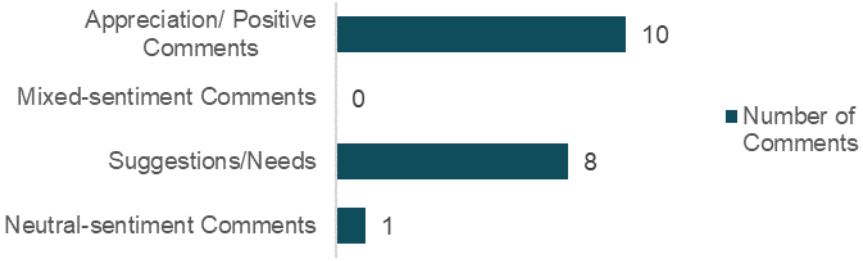

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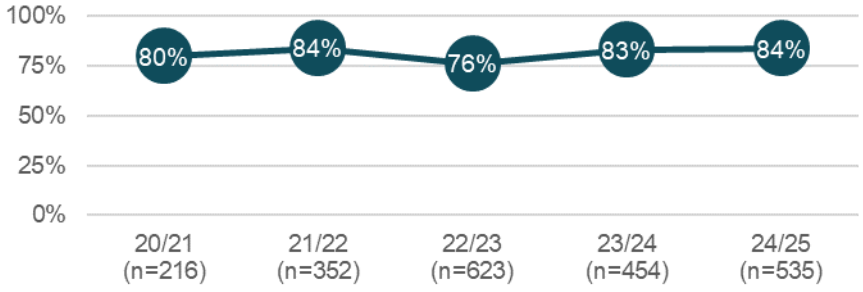
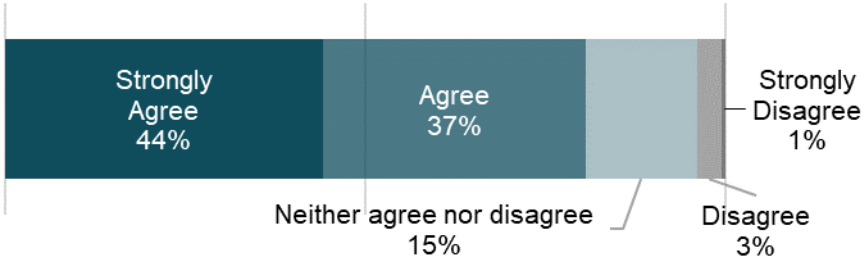


8. I feel like the school is meeting my child's social-emotional needs.
n=534



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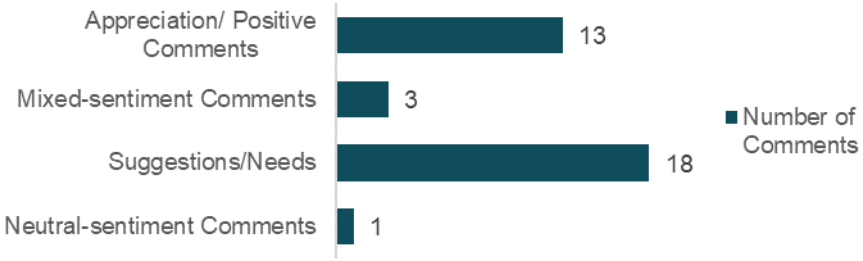
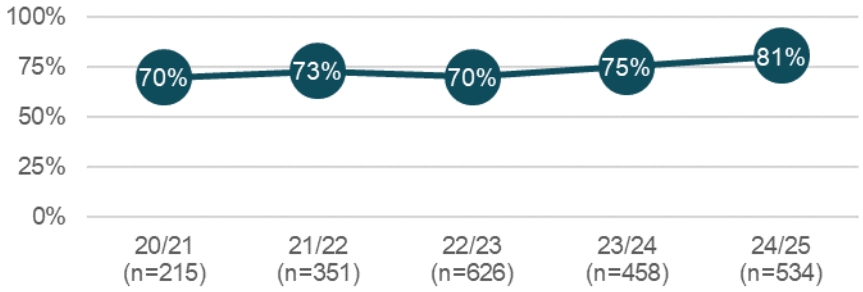
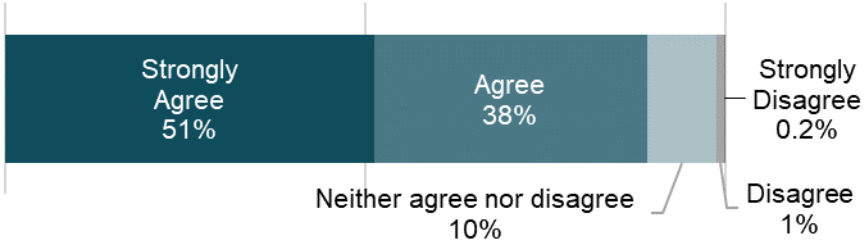


Compared to Prior Years
Note. % Strongly Agree + % Agree



9. The school is a safe place for my child.

n=537



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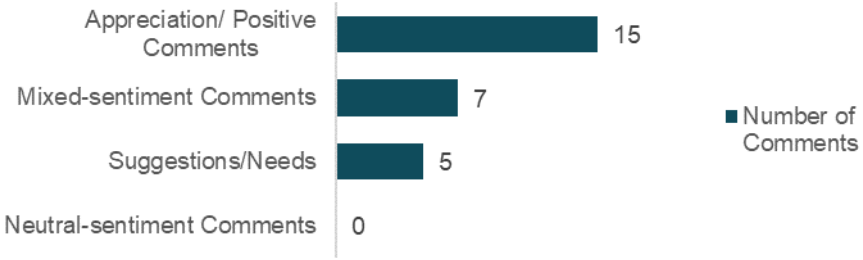

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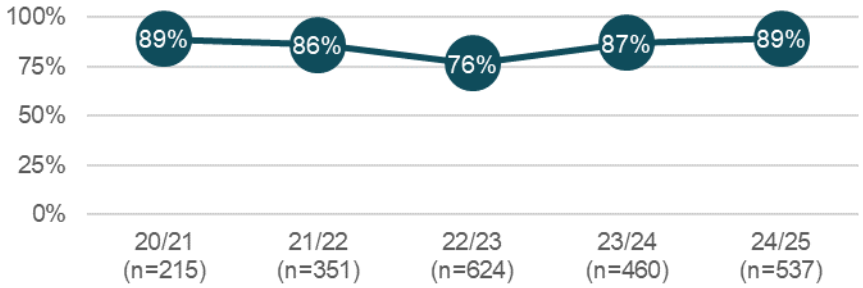
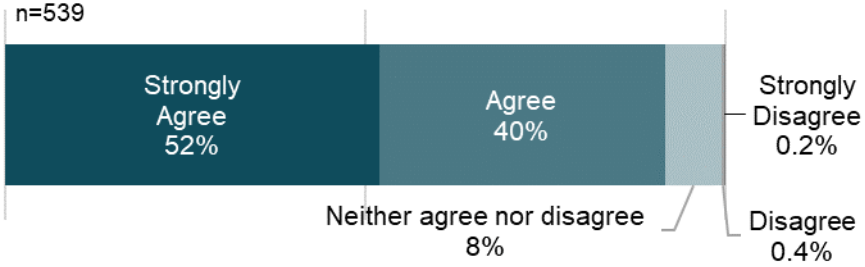


10. I agree with the priorities of the ACCESS school program: (Student/Parent/School Engagement, Student Outcomes, Conditions of Learning)
n=539



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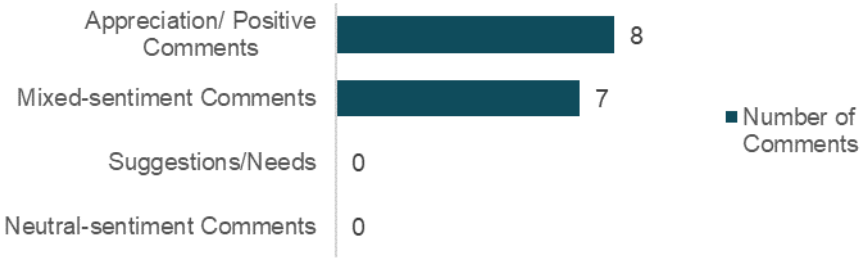

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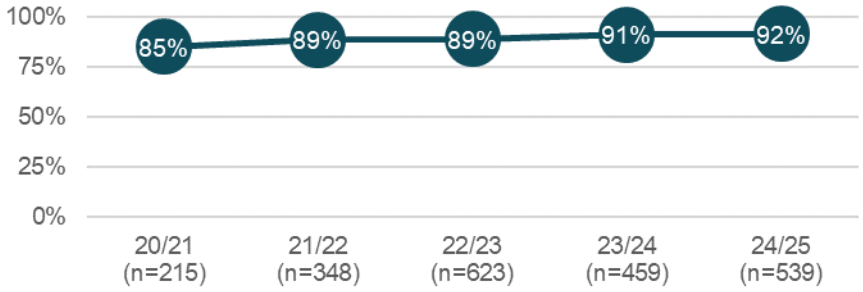
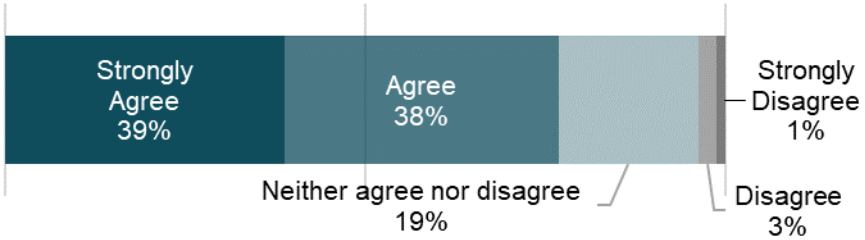


11. My child is being prepared for college, career, and/or life.
n=537



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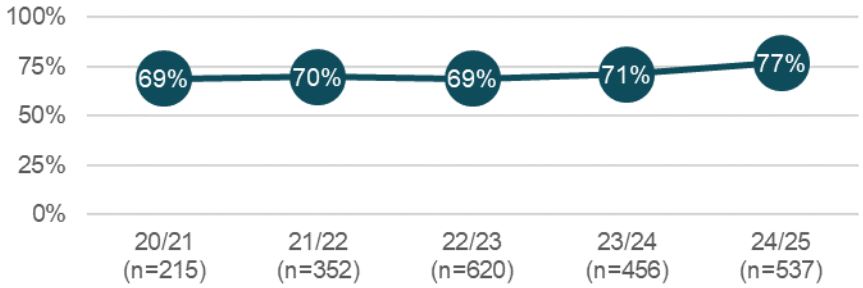
Note. % Strongly Agree + % Agree



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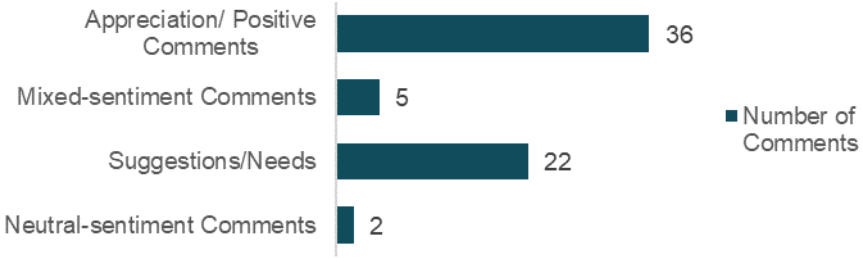

ACCESS Student ACC Feedback

2024-2025

Prepared By:
Evaluation and Data Center at OCDE
Revised March 2025

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 13-week administration window: November 11, 2024, to February 7, 2025. Following the standard Evaluation & Data Center (EADC) 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, 264 survey responses were received (N=264 students).

Analysis:

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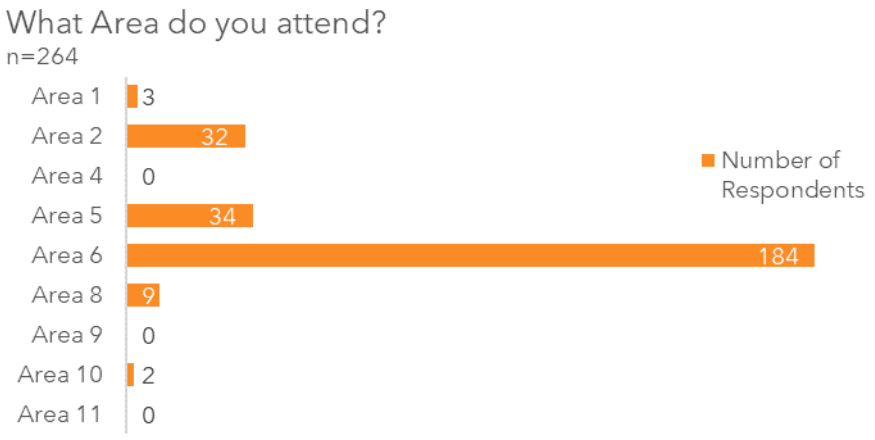
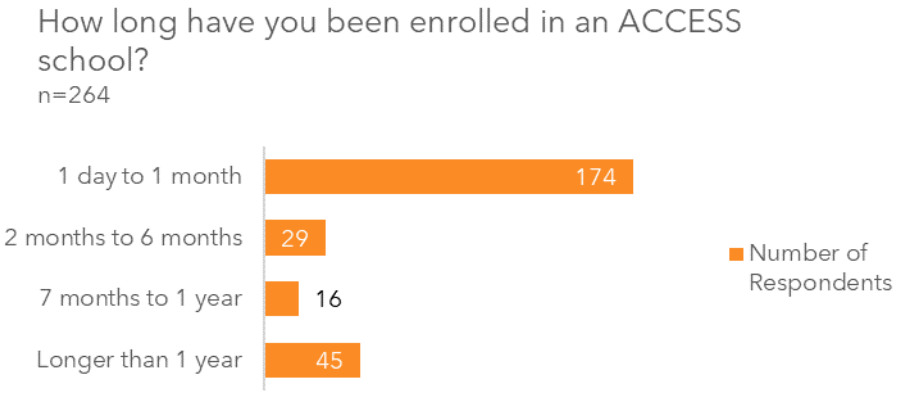
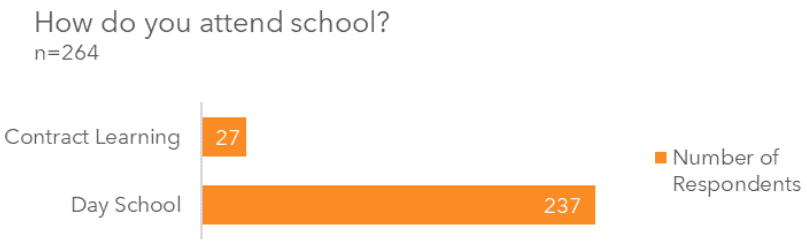
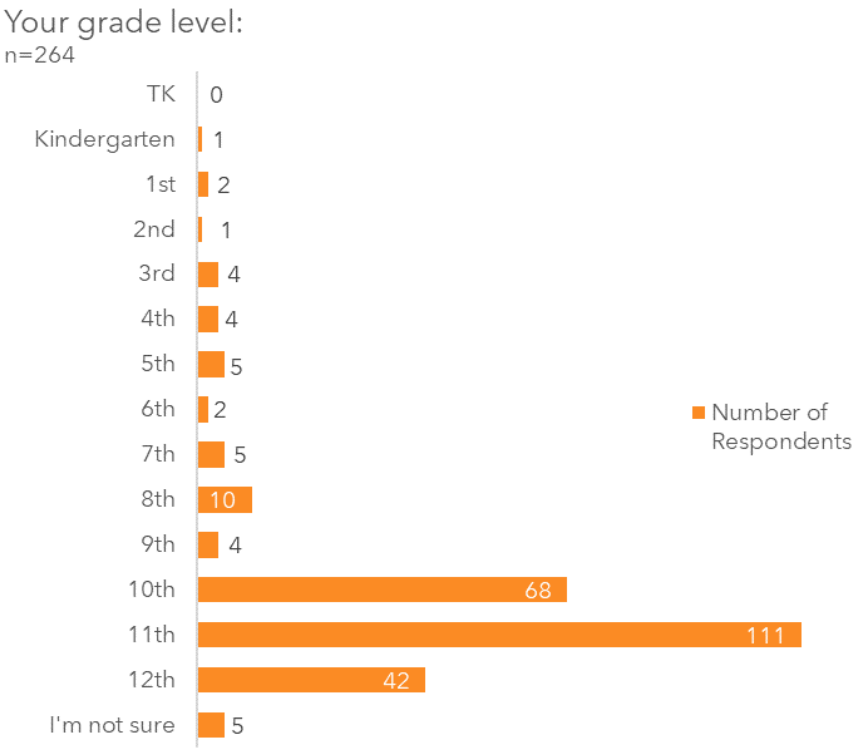
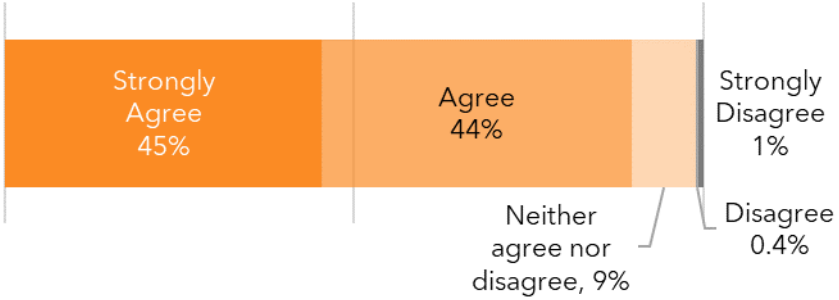

What Area do you attend?
n=264
Area 1
3
Area 2
32
Area 4
0
Area 5
34
Area 6
184
Area 8
9
Area 9
0
Area 10
2
Area 11
0
Number of Respondents


How long have you been enrolled in an ACCESS school?
n=264
1 day to 1 month
174
2 months to 6 months
29
7 months to 1 year
16
Longer than 1 year
45
Number of Respondents


How do you attend school?
n=264
Contract Learning
27
Day School
237
Number of Respondents

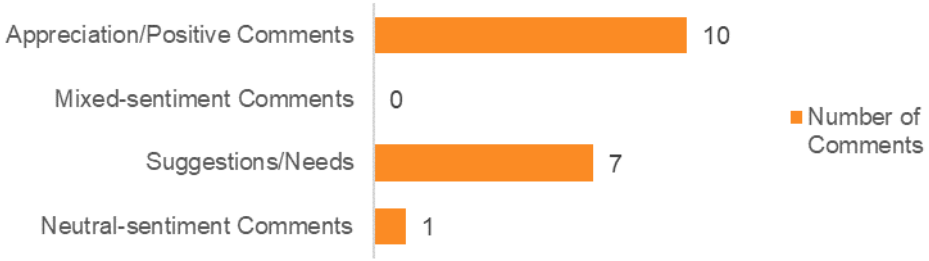

Your grade level:
n=264
TK
0
Kindergarten
1
1st
2
2nd
1
3rd
4
4th
4
5th
5
6th
2
7th
5
8th
10
9th
4
10th
68
11th
111
12th
42
I'm not sure
5
Number of Respondents

1. My school provides textbooks, online curriculum, and learning tools to meet my educational needs.
n=264



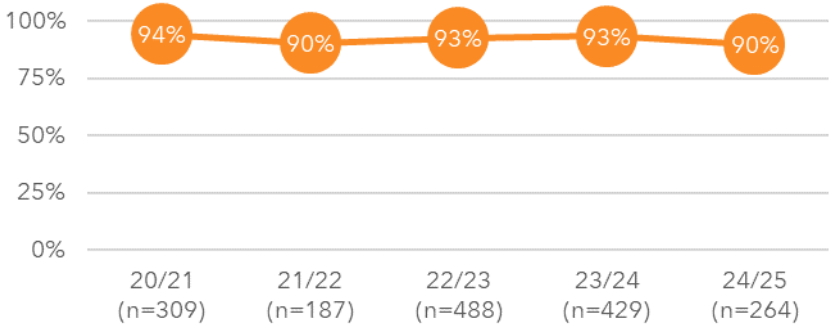
Comment Analysis

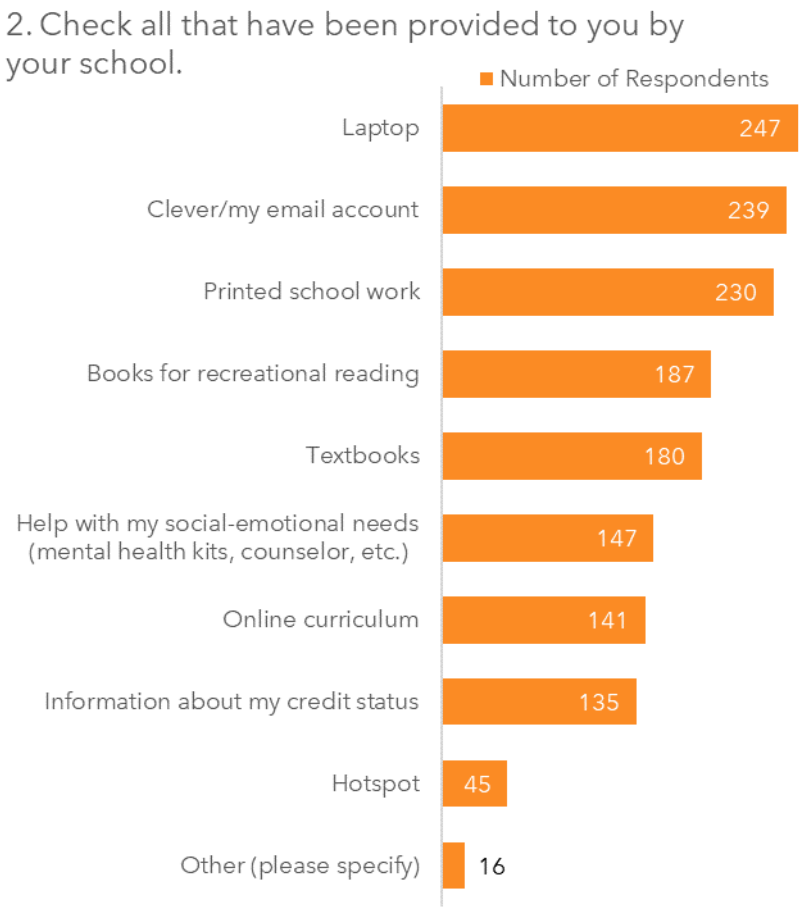
All comments are provided at the end of the report.



Compared to Prior Years

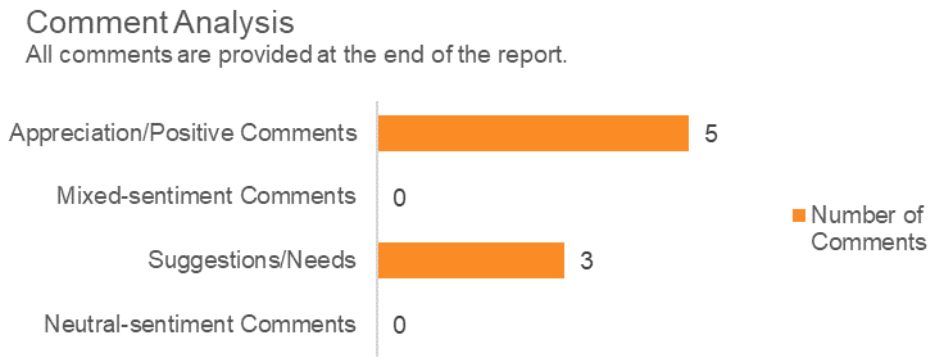
Note. % Strongly Agree + % Agree





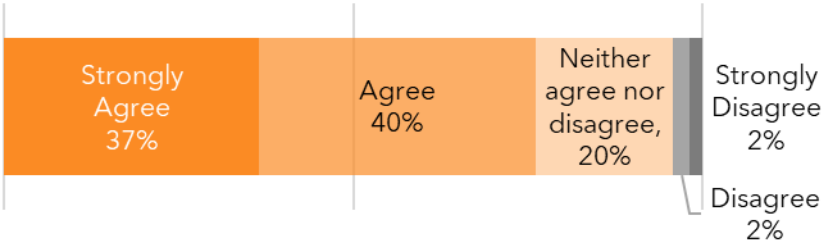
Other (write-in responses):

- canvas
- Disaplnie
- food
- resources
- supplies, groceries.
- sya uniform
- the crafts we do
- transition services/specialists
- water bottle



3. My school works with my parents/guardian to help me to do my best in school.

n=263



Comment Analysis

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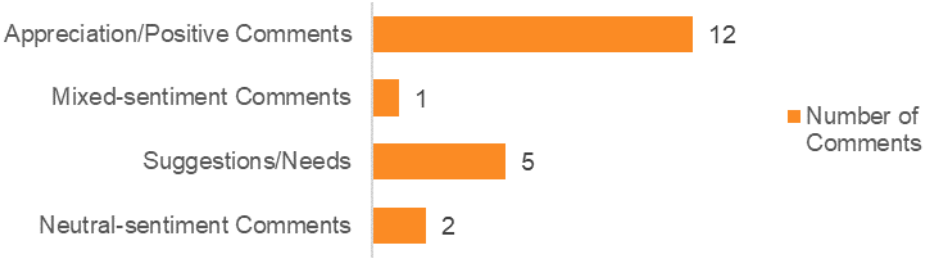
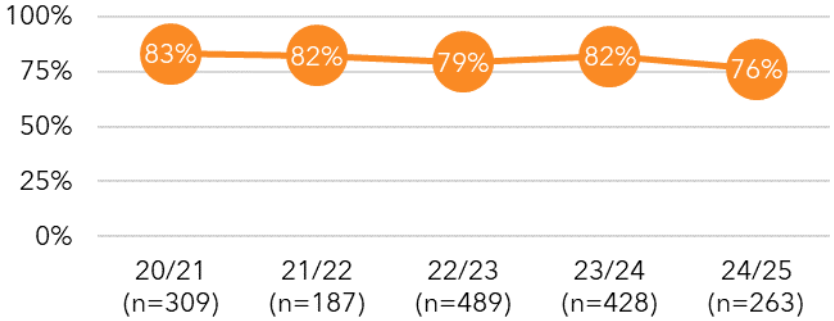
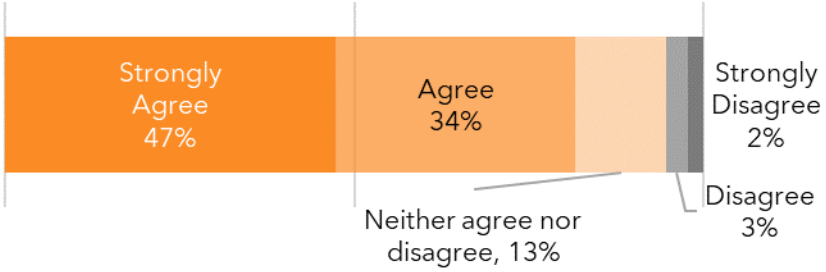


Compared to Prior Years

Note. % Strongly Agree + % Agree

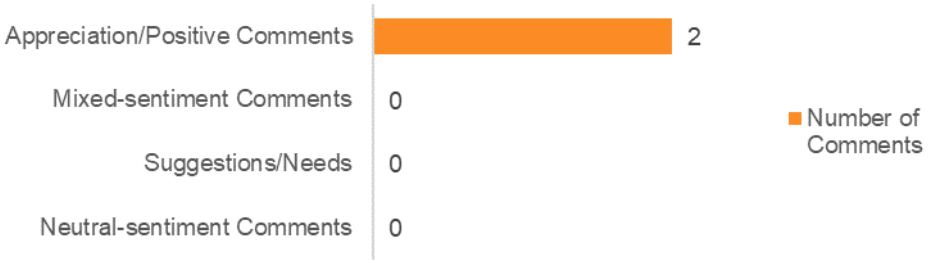


4. a) I feel like my teacher cares if I am absent from school.
n=262

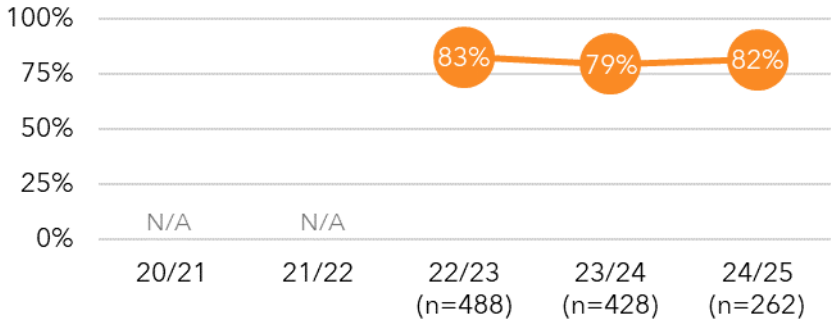


4. b) How often do you meet with your teacher? (In person, phone or Zoom. Does not include email.)
n=261

Comment Analysis
All comments are provided at the end of the report.



Compared to Prior Years
Note. % Strongly Agree + % Agree

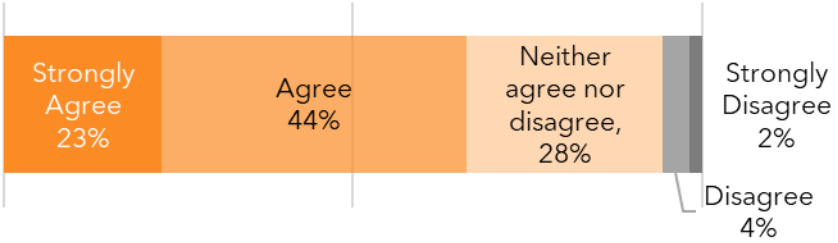


Other (write in responses):

- 2 times a week
- Block schedule, (every other day) weekly.
- during the week.
- Every other day (besides weekends and field trips) Homeroom teacher everyday (Besides field trips and weekends)
- every other week day
- I have not
- I meet with my homeroom teacher everyday and meet with my other teacher every other day block schedule
- I recently just started going to this school.
- never met with a teacher
- sometimes
- when ever I need help
- when im at school

5. I feel connected to my teacher and school community.

n=261



Comment Analysis

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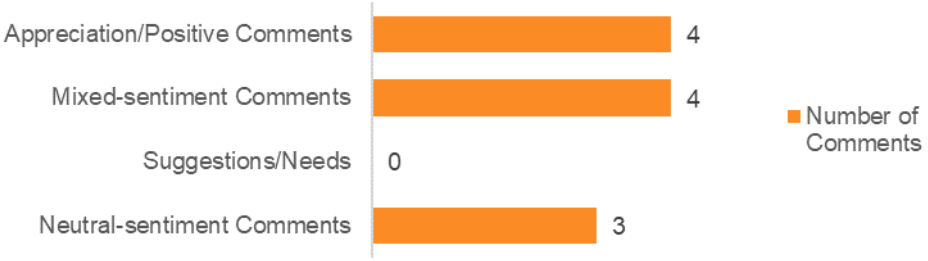
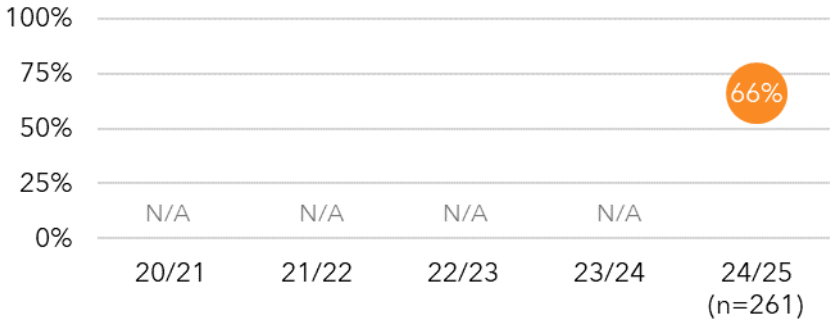


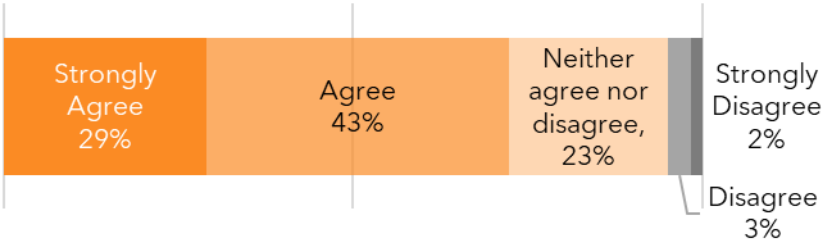
Compared to Prior Years

Note. % Strongly Agree + % Agree



6. School staff talk to me about my goals, plans, and interests.

n=261



Comment Analysis

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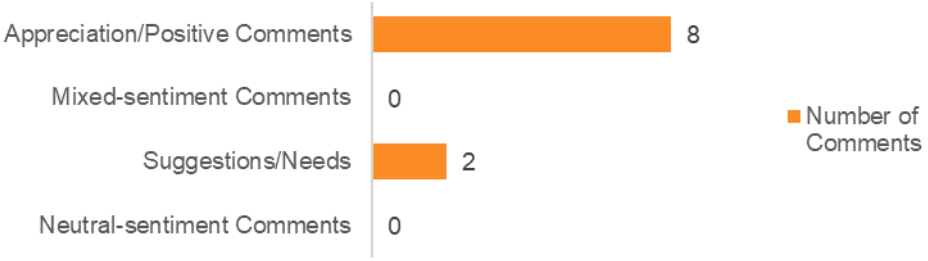
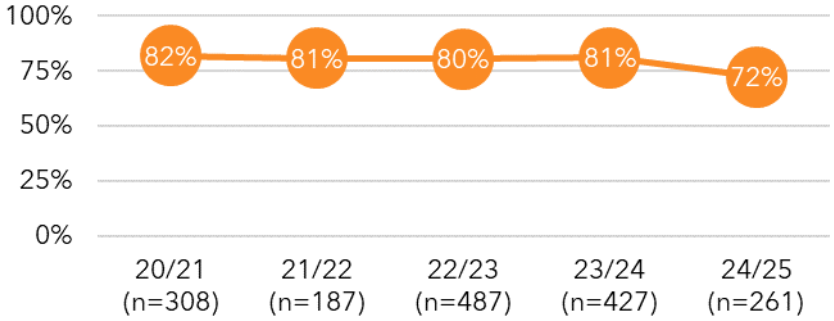
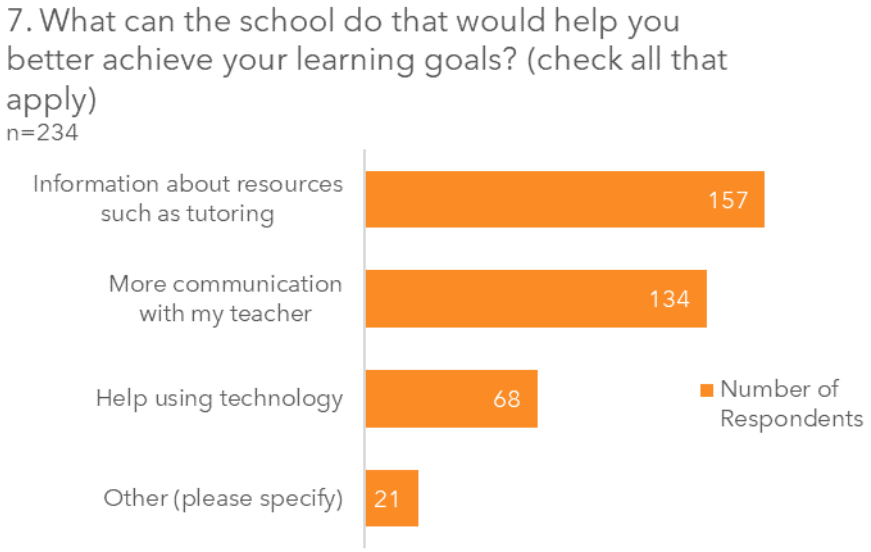
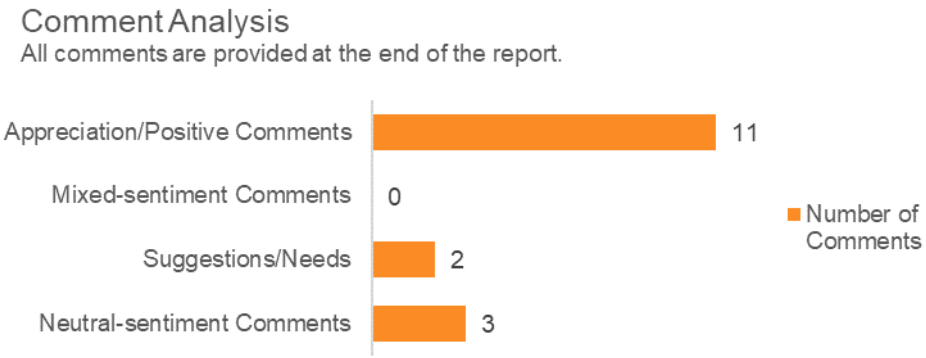


Compared to Prior Years

Note. % Strongly Agree + % Agree





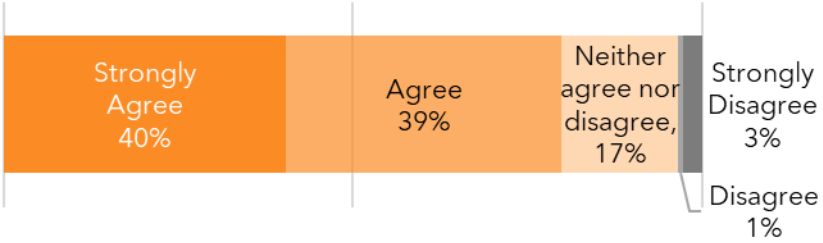


Other (write in) responses:

- Give me a little more extra work.
- Help give me information about my credit information.
- helping me more
- helping with future school applications and scholarships.
- i would like more information about college.
- mas ayuda para estudiantes que hablan espanol [more help for students who speak Spanish]
- meeting my ADHD needs, in terms of using more of edgenuity
- more communication with home
- no caping
- not let me fall behind because I'll always try my hardest.
- Personal advice catering to each student's specific life and learning goals.
- putting me in reading class.
- sport team
- sports
- take it easy on the work and provide less computer work

8. I feel safe when I am at my school site.

n=262



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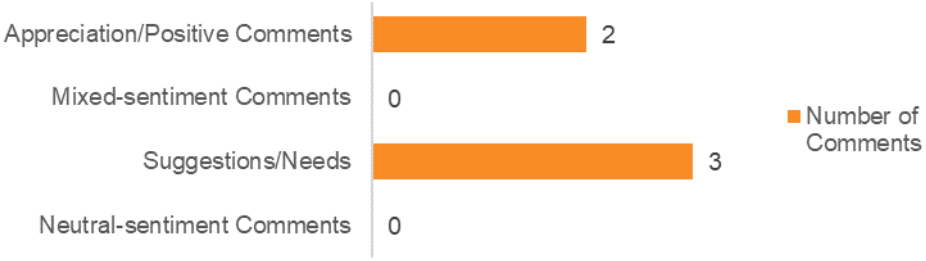
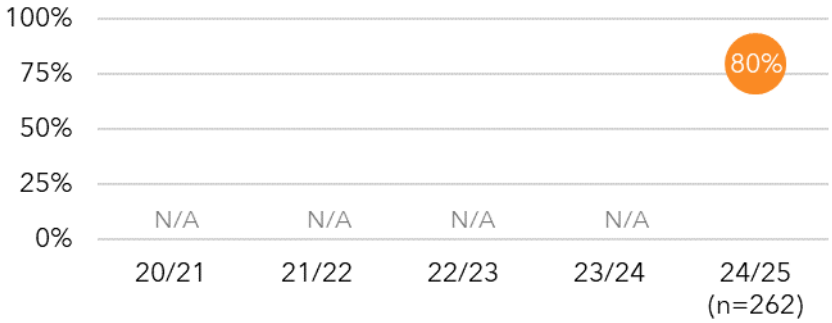


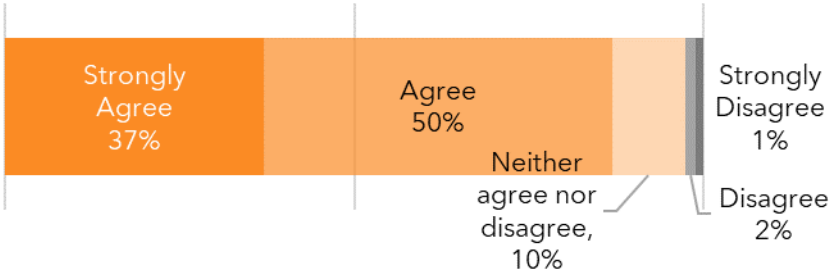
Compared to Prior Years

Note. % Strongly Agree + % Agree



9. My school provides meaningful and engaging learning opportunities for me.

n=260



Comment Analysis

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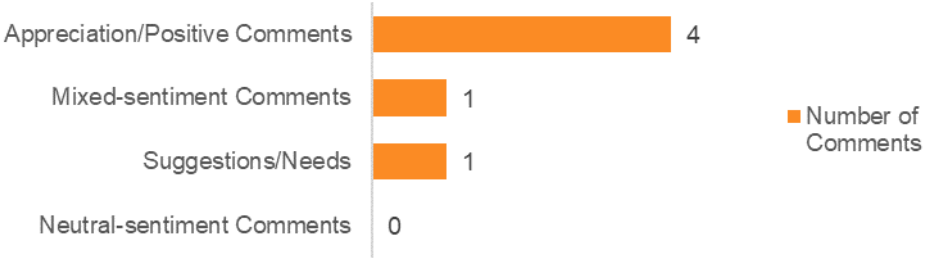
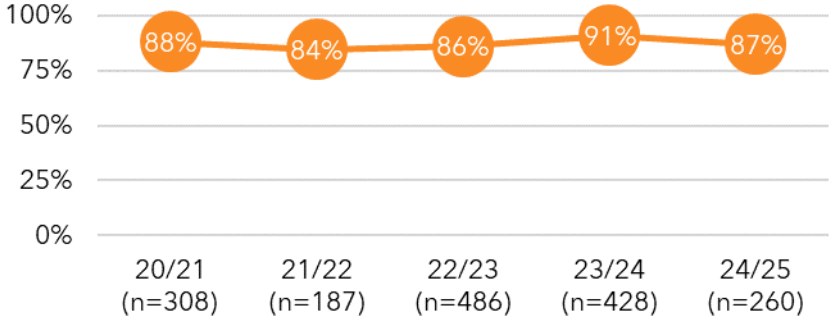


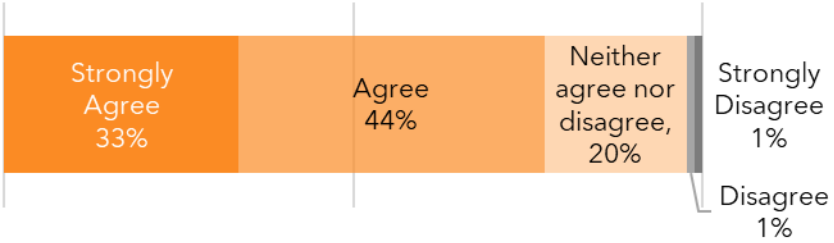
Compared to Prior Years

Note. % Strongly Agree + % Agree



10. My school supports and values cultural diversity and inclusion.

n=260



Comment Analysis

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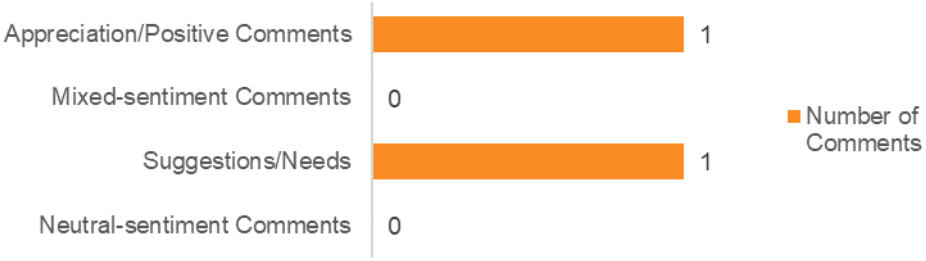
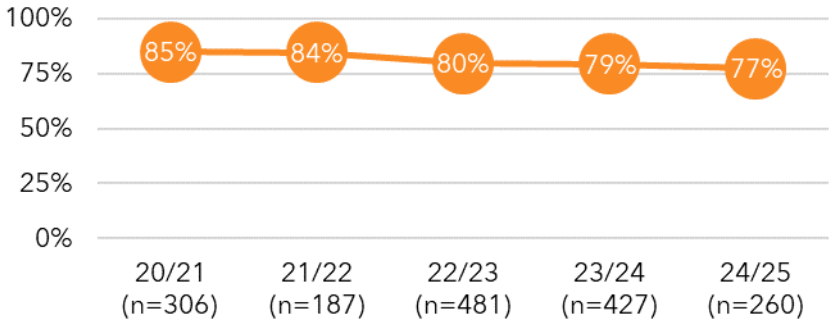
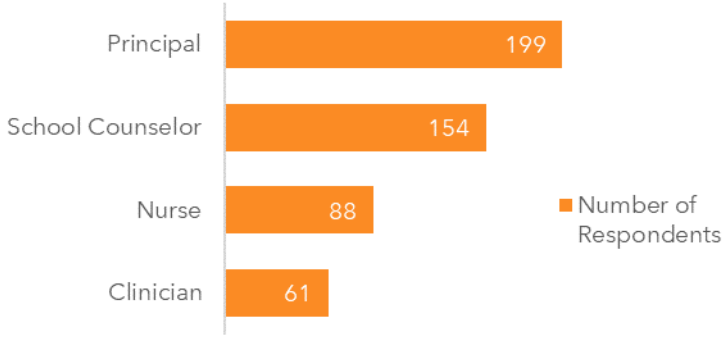


Compared to Prior Years

Note. % Strongly Agree + % Agree



11. I am familiar with the following staff at my school. (check all that apply)
n=246



Comment Analysis
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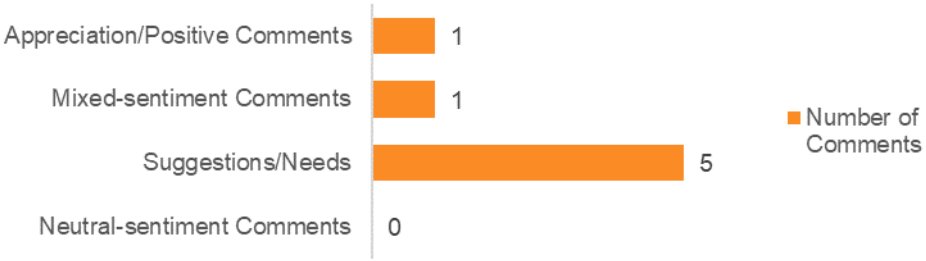
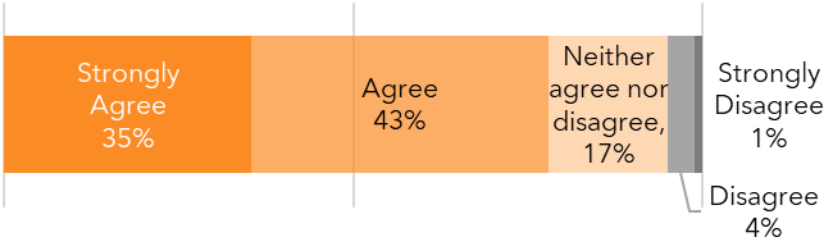


12. My school talks to me about and prepares me for future college and career paths.

n=240 (6th grade and up)



Comment Analysis

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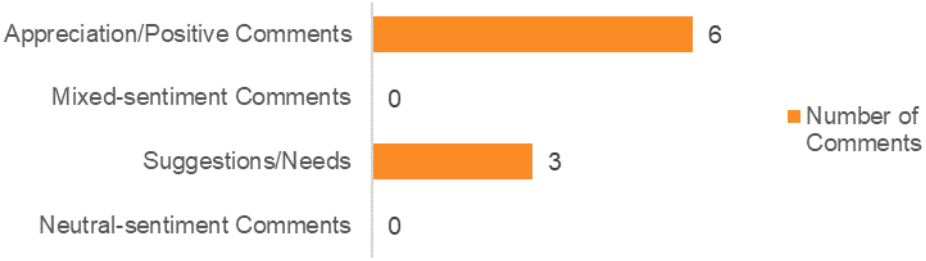
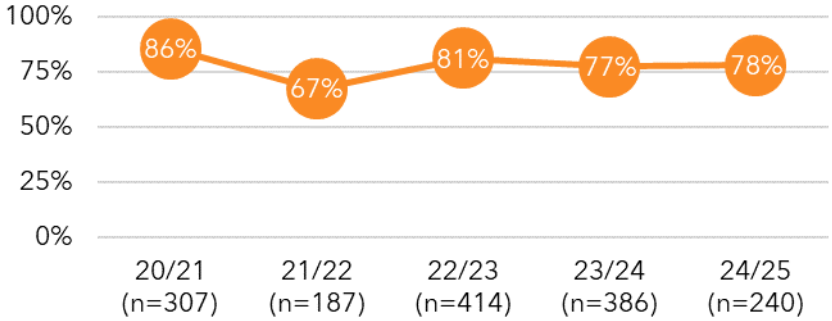


Compared to Prior Years

Note. % Strongly Agree + % Agree



ACCESS Student AJH Feedback

2024-2025

Prepared By:
Evaluation and Data Center at OCDE
Revised March 2025

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:

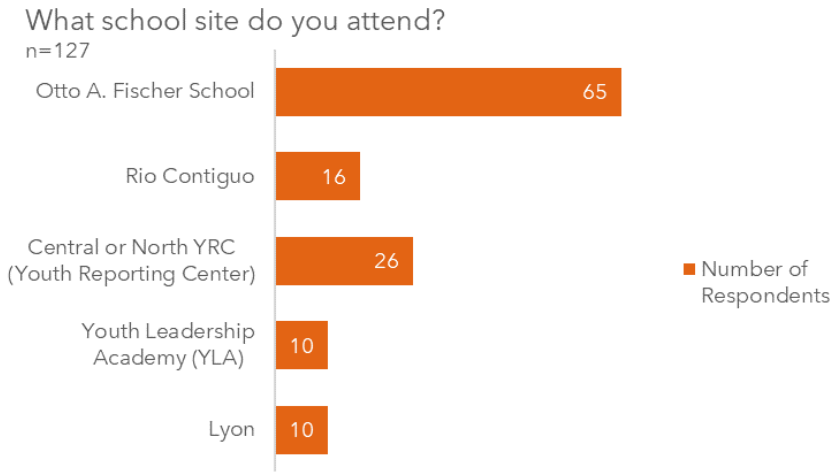
Survey items were developed to capture respondents' perceptions of how well the district is achieving its LCAP goals. This survey is structured so that respondents would retrospectively report on the degree to which they felt each item was met, accomplished, or achieved.

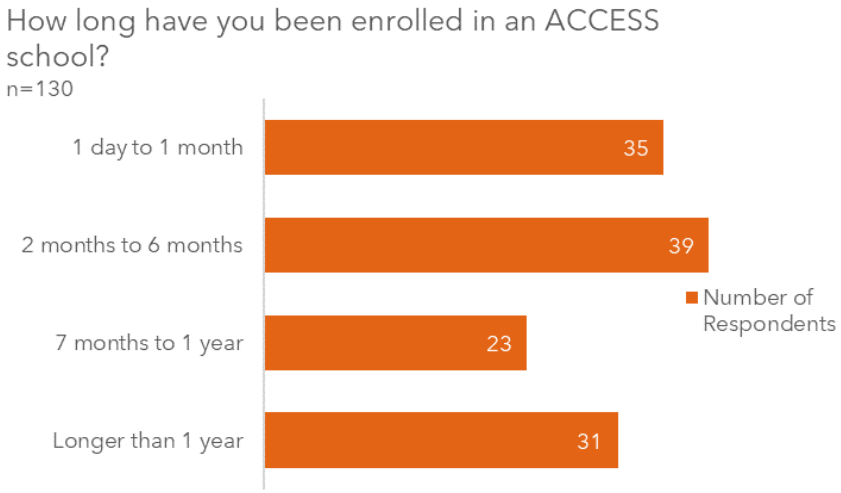
Method:

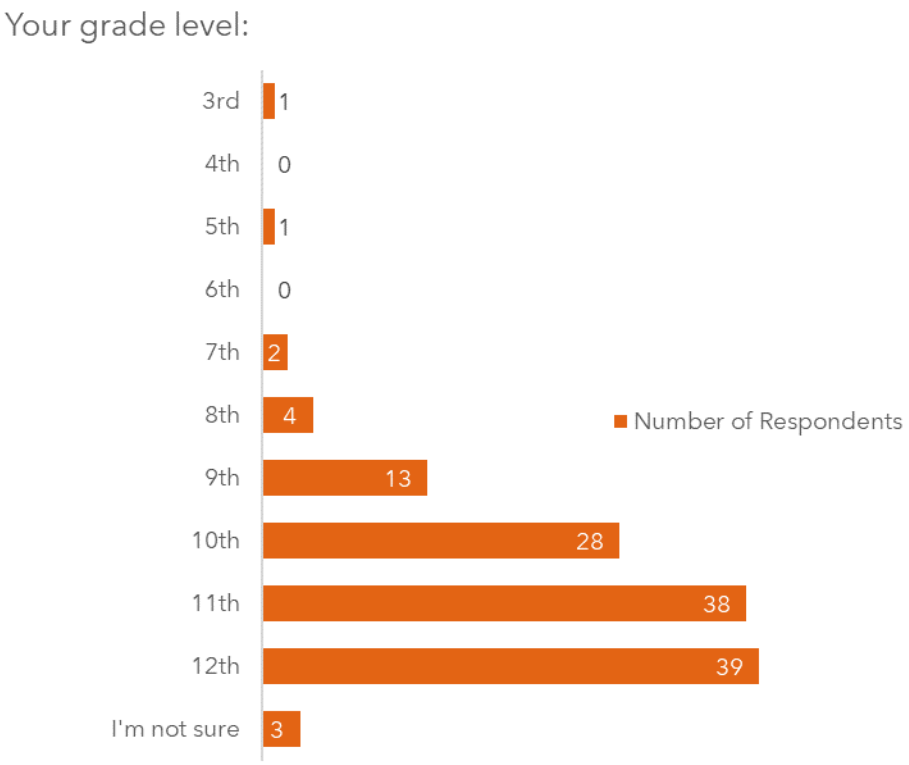
The survey was administered online with an approximate 13-week administration window: November 11, 2024, to February 7, 2025. Following the standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 131 survey responses were received (N=131 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.

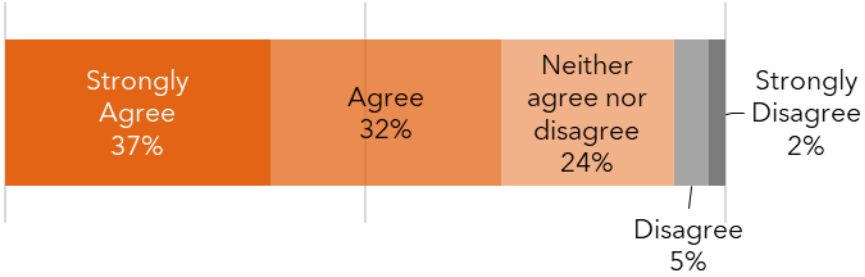

What school site do you attend?
n=127
Otto A. Fischer School
65
Rio Contiguo
16
Central or North YRC (Youth Reporting Center)
26
Youth Leadership Academy (YLA)
10
Lyon
10
Number of Respondents


How long have you been enrolled in an ACCESS school?
n=130
1 day to 1 month
35
2 months to 6 months
39
7 months to 1 year
23
Longer than 1 year
31
Number of Respondents


Your grade level:
3rd
1
4th
0
5th
1
6th
0
7th
2
8th
4
9th
13
10th
28
11th
38
12th
39
I'm not sure
3
Number of Respondents

1. My school provides textbooks and learning tools to meet my educational needs.

n=125



Comment Analysis

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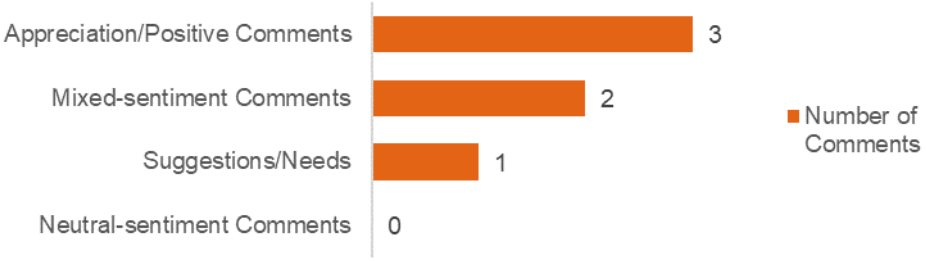
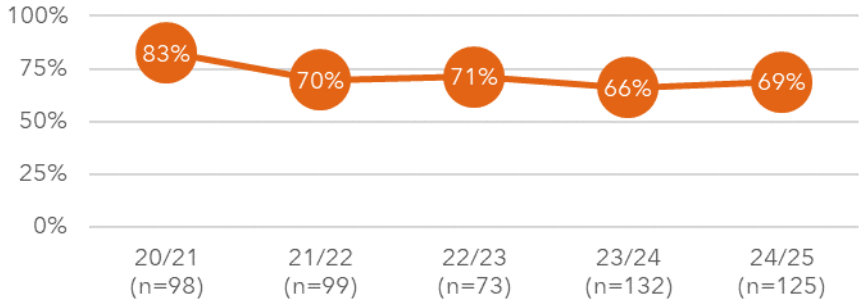
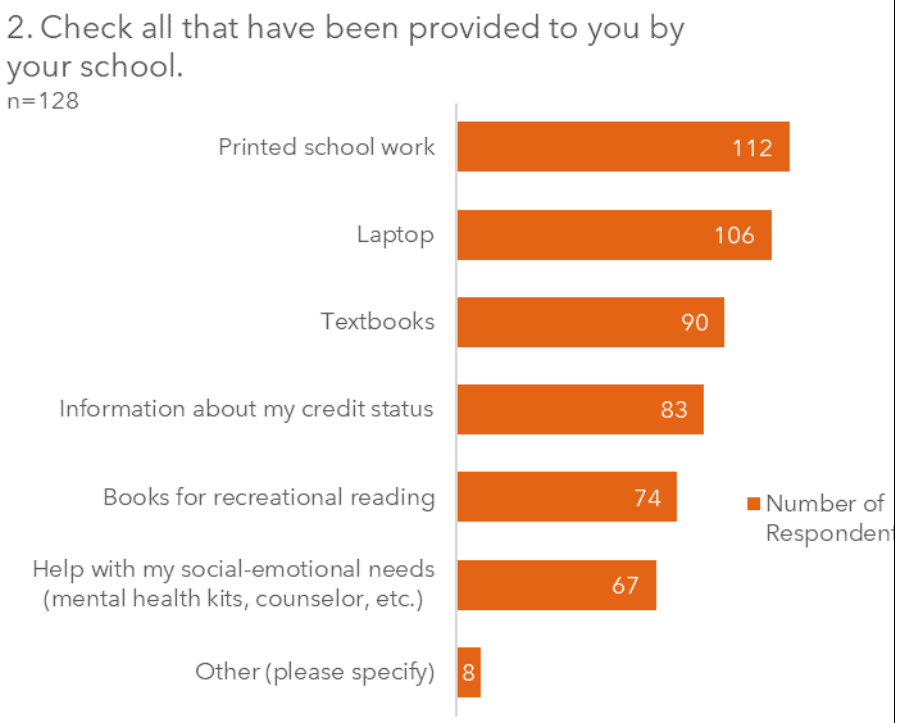


Compared to Prior Years

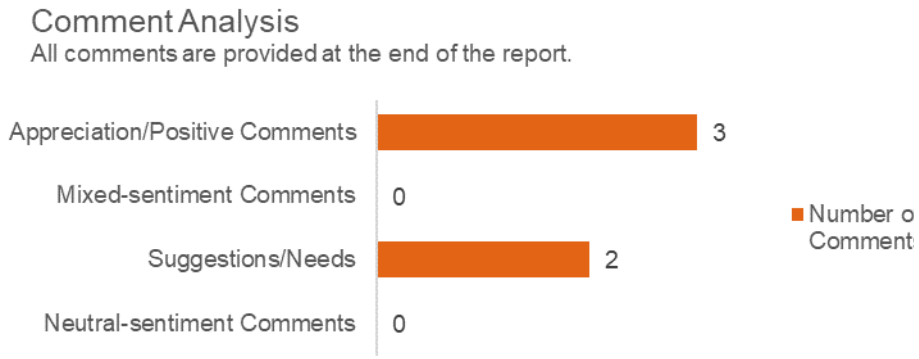
Note. % Strongly Agree + % Agree





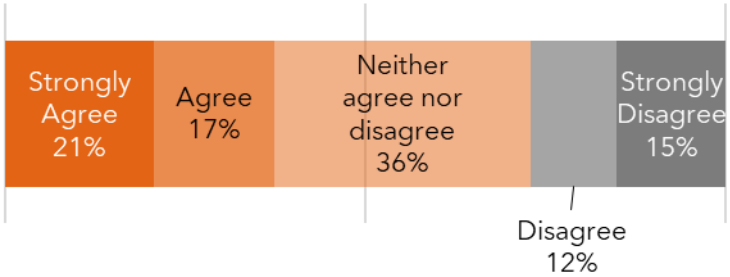
Other (write-in responses):

- backpack ID
- CLEP
- school supplies
- tutoring



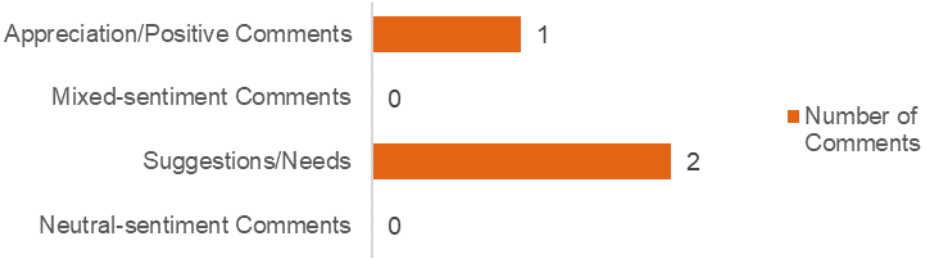
3. My school works with my parents/guardian to help me to do my best in school.

n=126



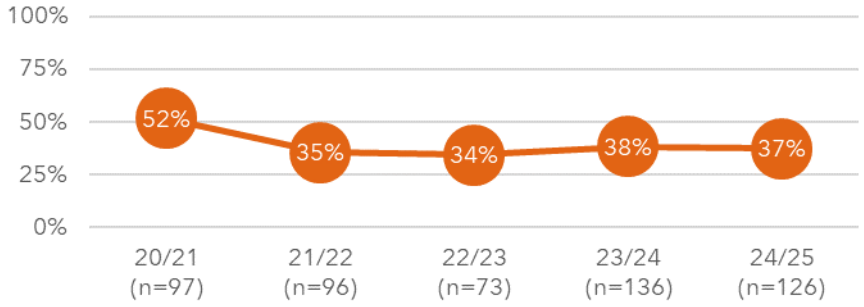
Comment Analysis

All comments are provided at the end of the report.



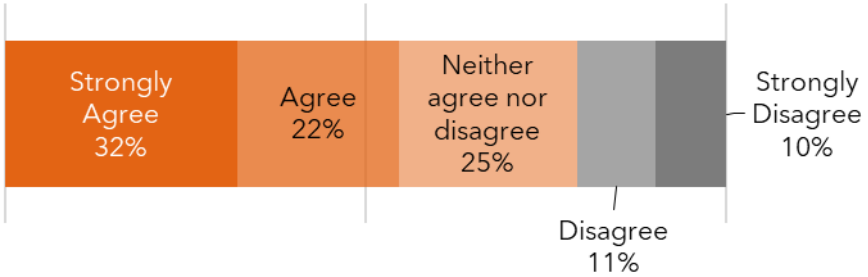
Compared to Prior Years

Note. % Strongly Agree + % Agree



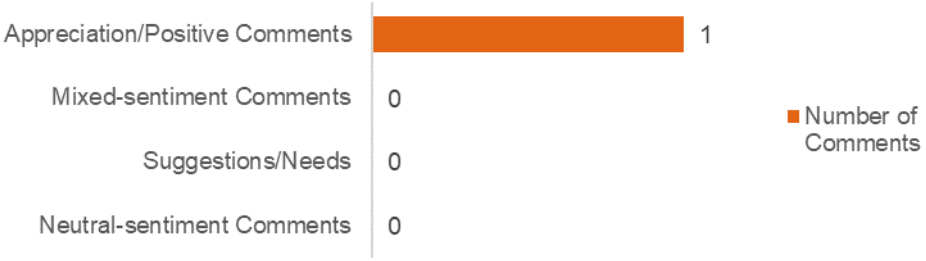
4. I feel like my teacher cares if I am absent from school.

n=121



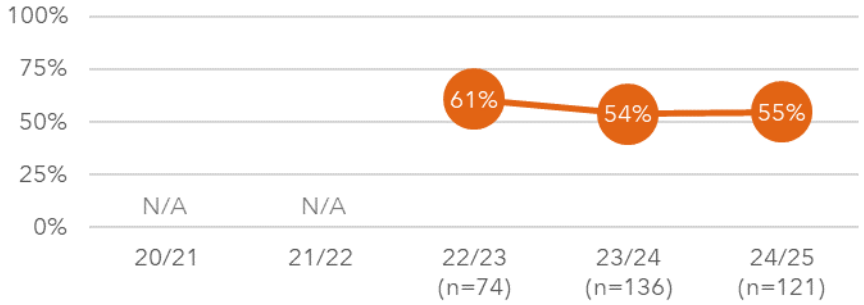
Comment Analysis

All comments are provided at the end of the report.



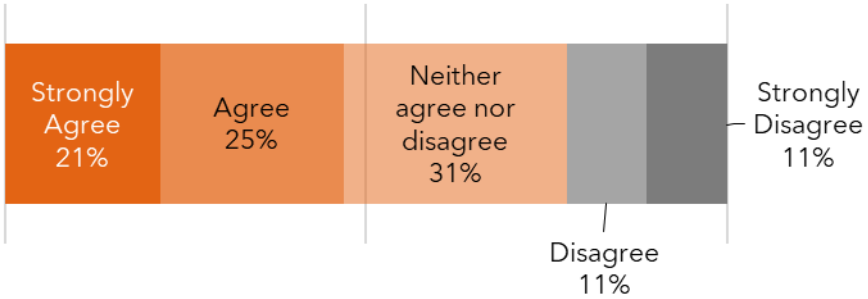
Compared to Prior Years

Note. % Strongly Agree + % Agree



5. I feel connected to my teacher and school community.

n=126



Comment Analysis

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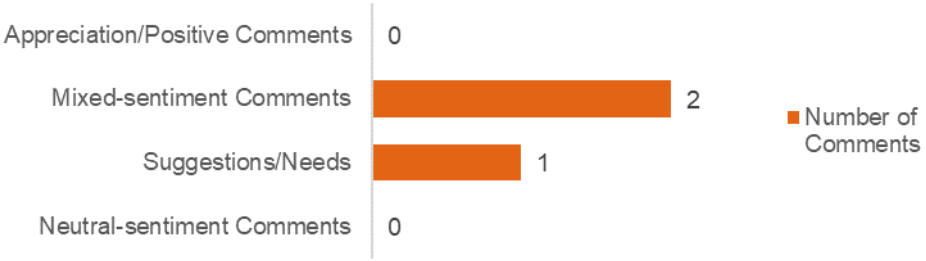
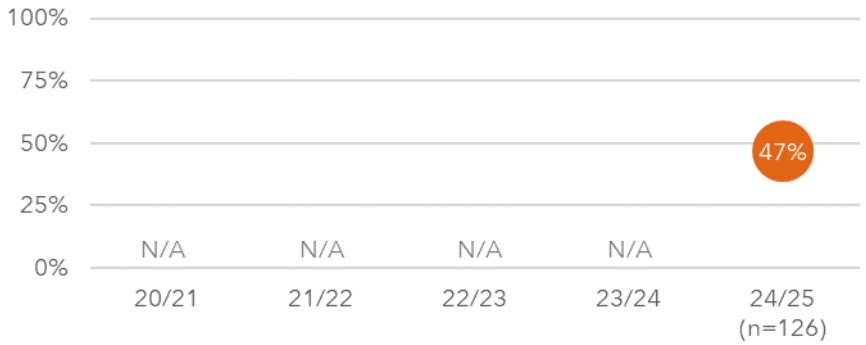


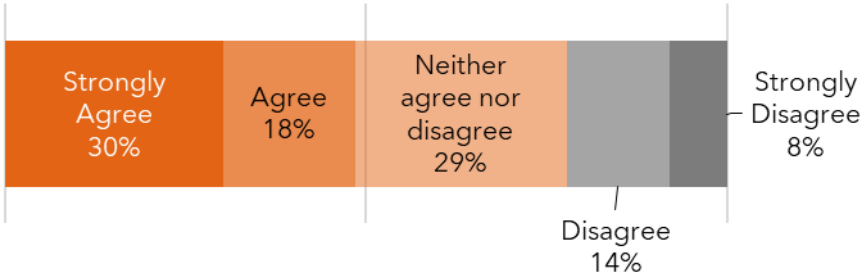
Compared to Prior Years

Note. % Strongly Agree + % Agree



6. School staff talk to me about my goals, plans, and interests.

n=126



Comment Analysis

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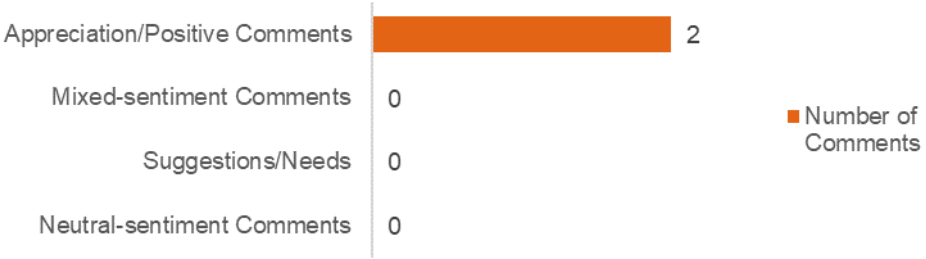
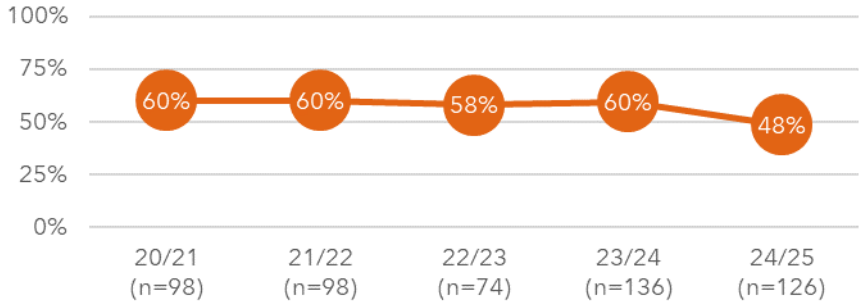
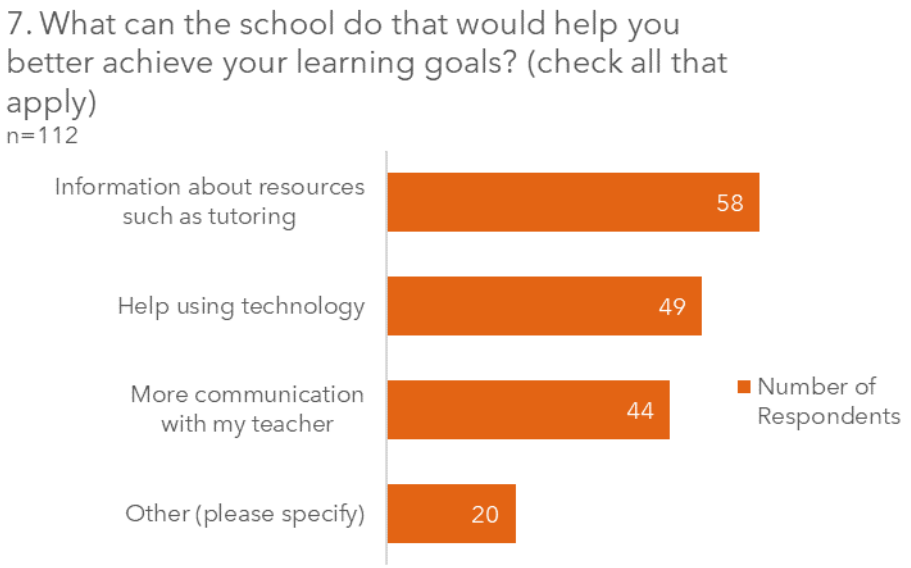
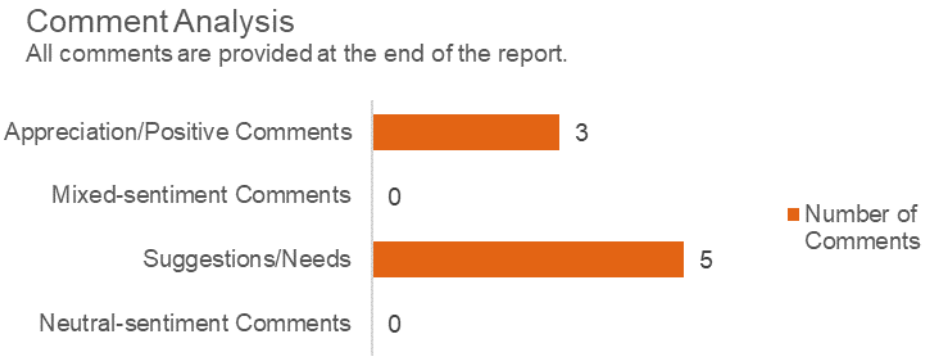


Compared to Prior Years

Note. % Strongly Agree + % Agree





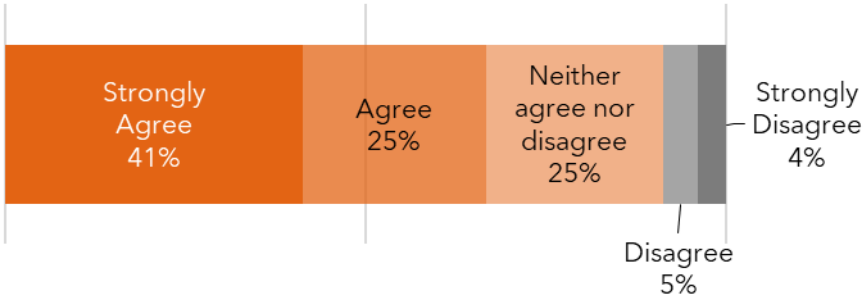


Other (write in) responses:

- better lap tops, fix the AC
- carrer information
- colanary arts, ROP, construction (blue collar job), and mechanic classes.
- everything
- future goals/ given multiple work optional
- I would like a construction program or even mecandic program
- id like to learn about machanics and how all that woks
- math
- meet with school counselor more to talk about what your plan is.
- more access to online resource so we can research more on our laptops
- Music and snacks
- room 5 should motivate with snacks
- ROP construction program
- ROP programs

8. I feel safe when I am at my school site.

n=126



Comment Analysis

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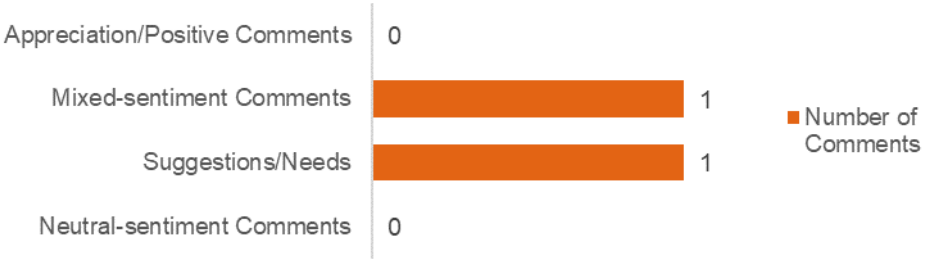
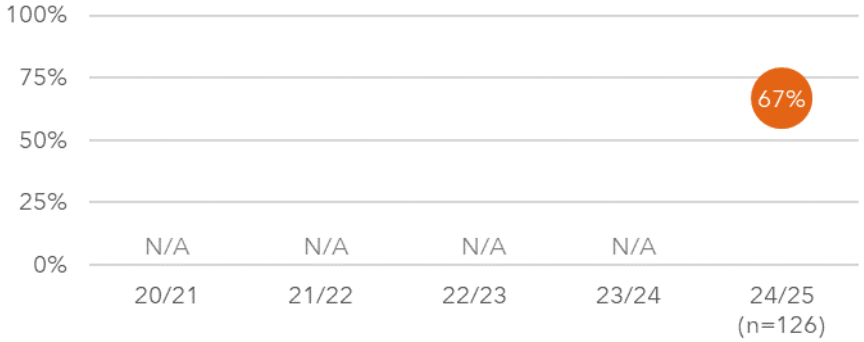


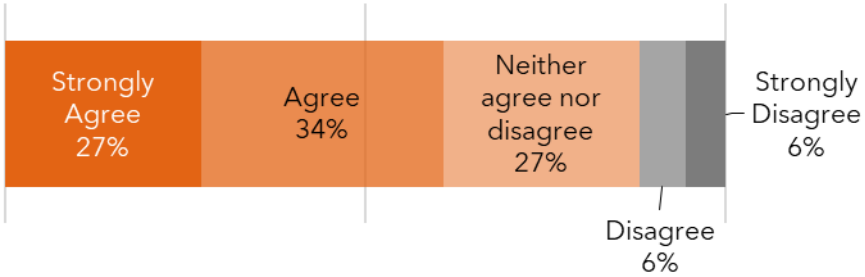
Compared to Prior Years

Note. % Strongly Agree + % Agree



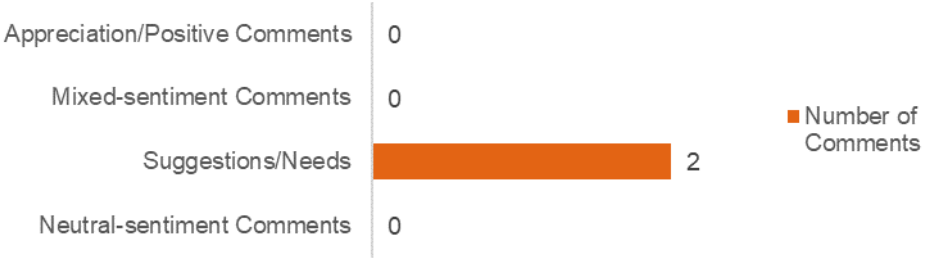
9. My school provides meaningful and engaging learning opportunities for me.

n=125



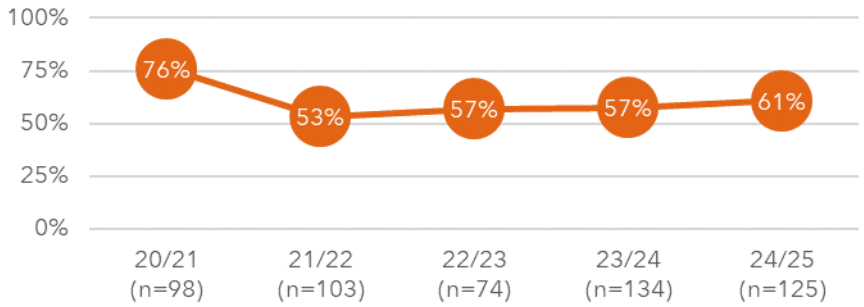
Comment Analysis

All comments are provided at the end of the report.



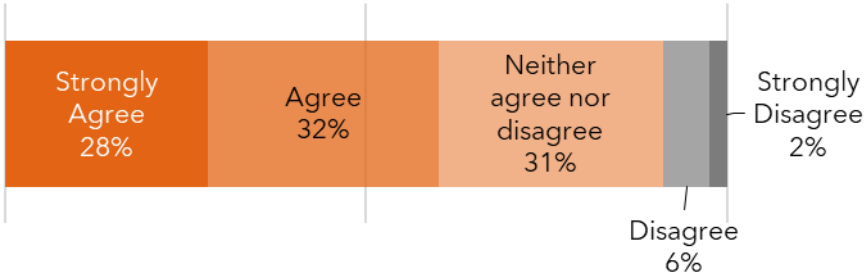
Compared to Prior Years

Note. % Strongly Agree + % Agree



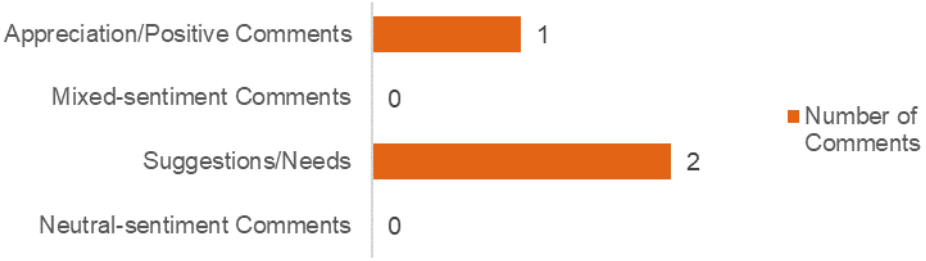
10. My school supports and values cultural diversity and inclusion.

n=125



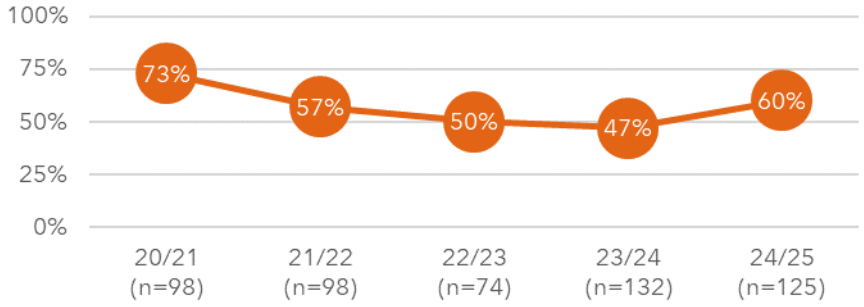
Comment Analysis

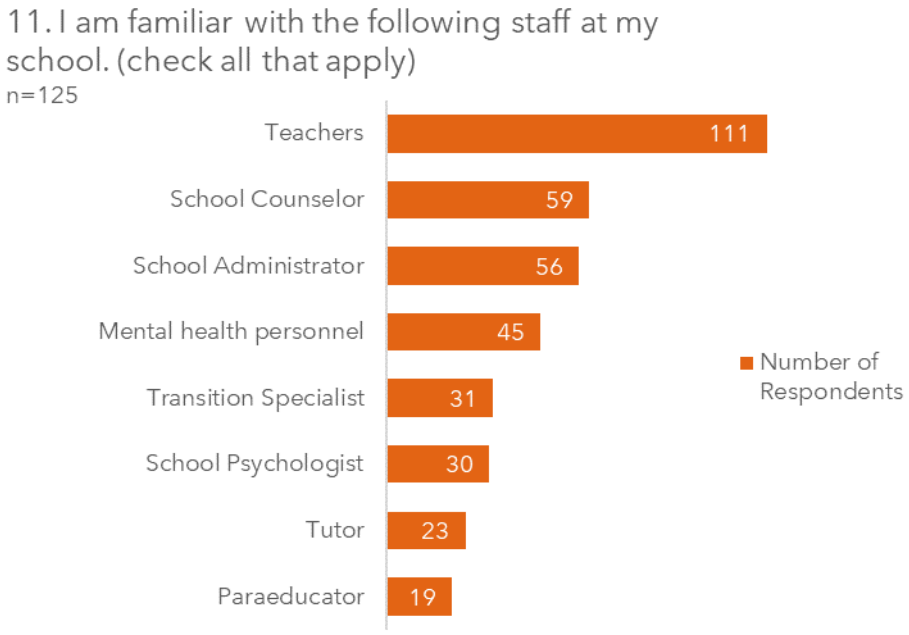
All comments are provided at the end of the report.

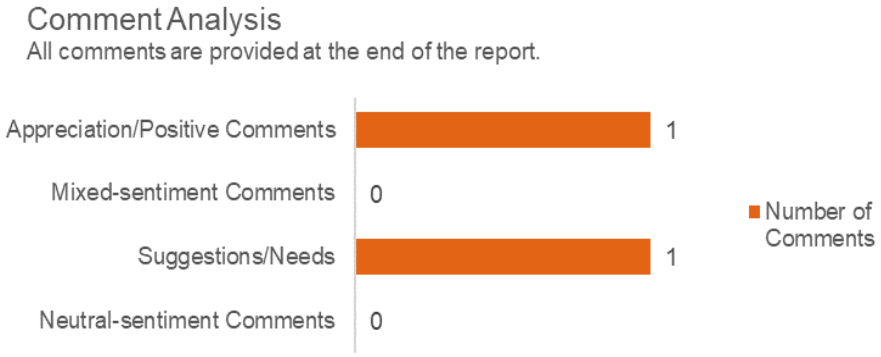


Compared to Prior Years

Note. % Strongly Agree + % Agree

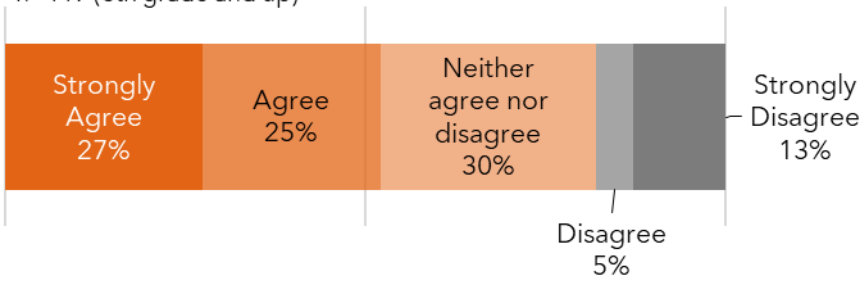



11. I am familiar with the following staff at my school. (check all that apply)
n=125
Teachers
111
School Counselor
59
School Administrator
56
Mental health personnel
45
Transition Specialist
31
School Psychologist
30
Tutor
23
Paraeducator
19
Number of Respondents


Comment Analysis
All comments are provided at the end of the report.
Appreciation/Positive Comments
1
Mixed-sentiment Comments
0
Suggestions/Needs
1
Neutral-sentiment Comments
0
Number of Comments

12. My school talks to me about and prepares me for future college and career paths.

n=117 (6th grade and up)



Comment Analysis

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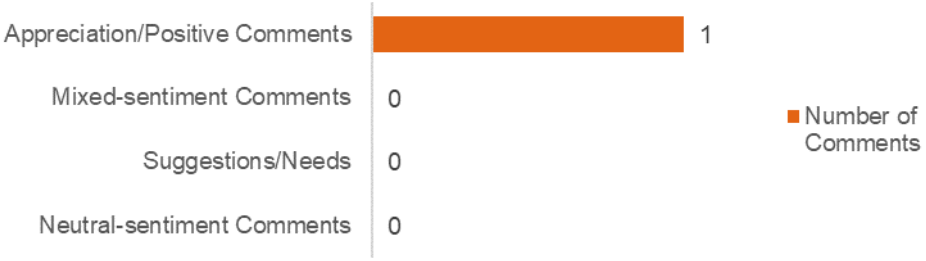
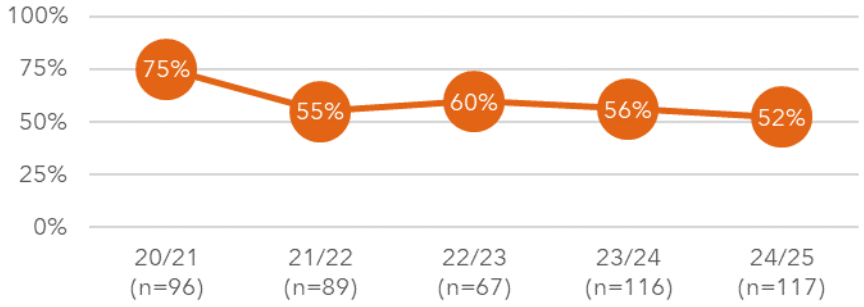


Compared to Prior Years

Note. % Strongly Agree + % Agree



ACCESS Instructional Staff Feedback

2024-2025

Prepared By:
Evaluation and Data Center at OCDE
Revised March 2025

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:

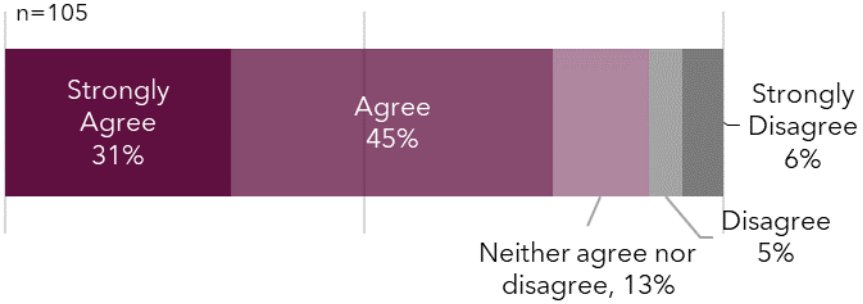
The survey was administered online with an approximate 12-week administration window: November 11, 2024, to January 31, 2025. Following the standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 131 survey responses were received (N=131 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=105



Comment Analysis

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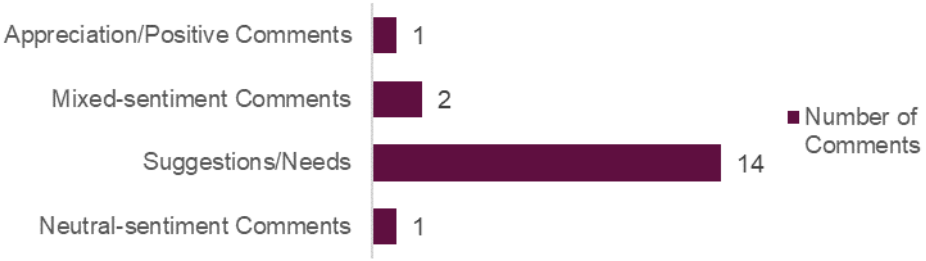
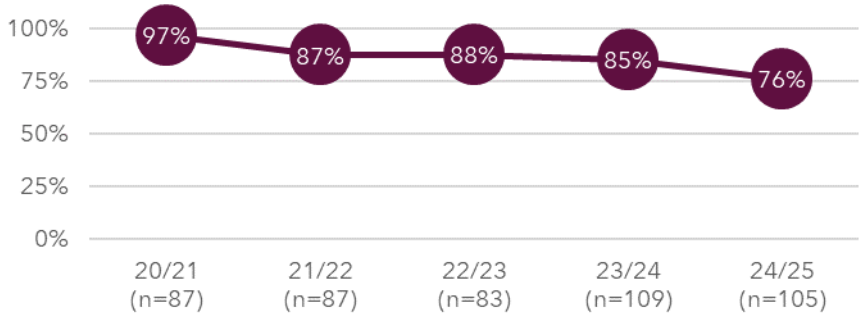


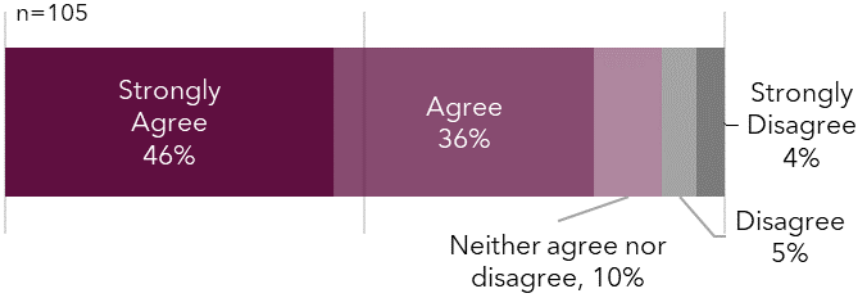
Compared to Prior Years

Note. % Strongly Agree + % Agree



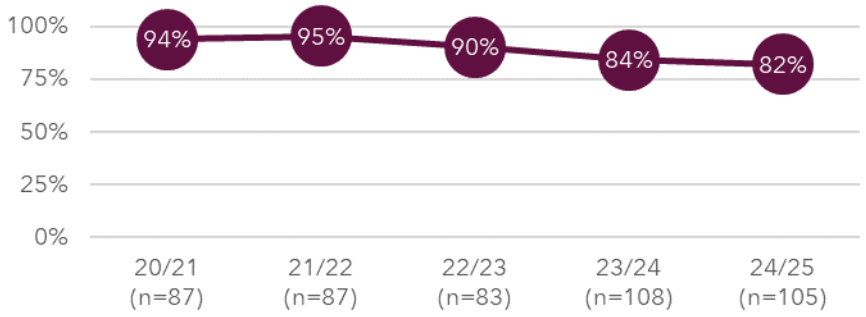
2. My school supports and values cultural diversity and inclusion.

n=105



Comparedto Prior Years

Note. % Strongly Agree + % Agree



Comment Analysis

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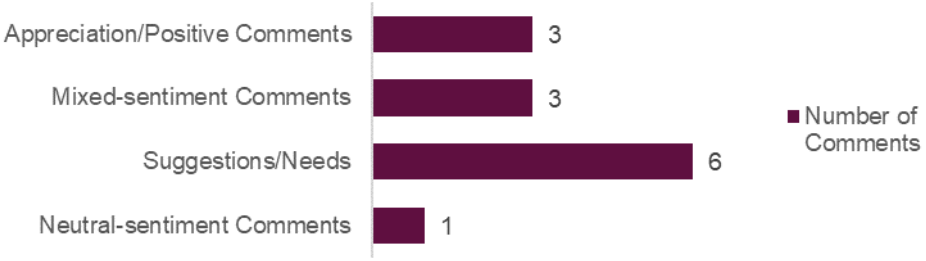
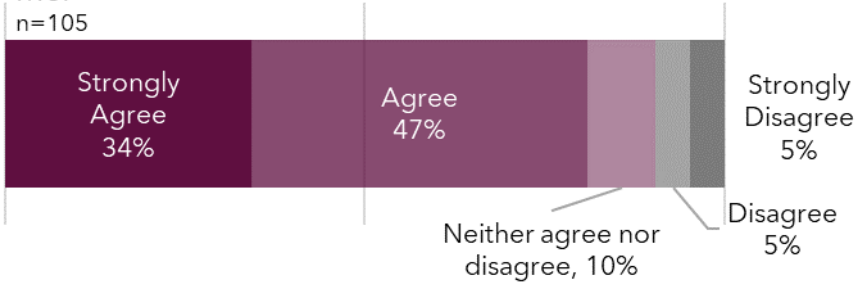


3. When issues or challenges with the students arise, ACCESS support staff are available to help me.



Comment Analysis

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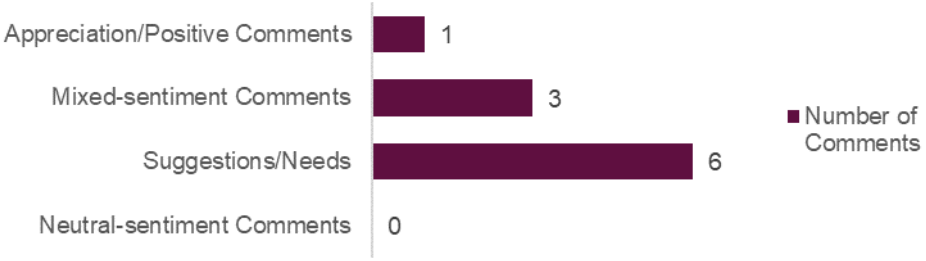
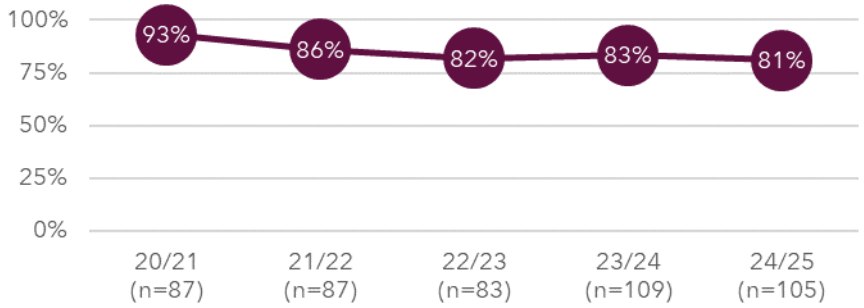


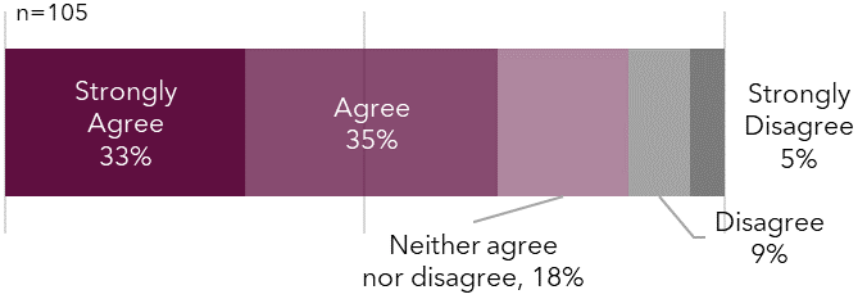
Compared to Prior Years

Note. % Strongly Agree + % Agree



4. My workplace recognizes the importance of mental health and provides resources to staff.

n=105



Comment Analysis

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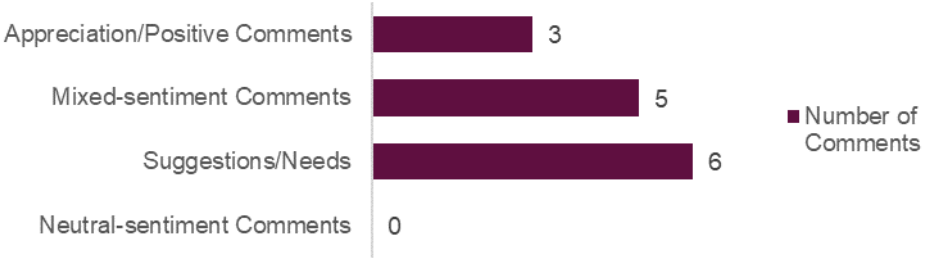
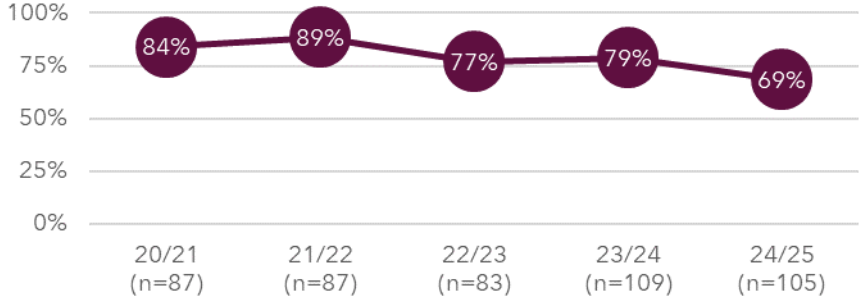


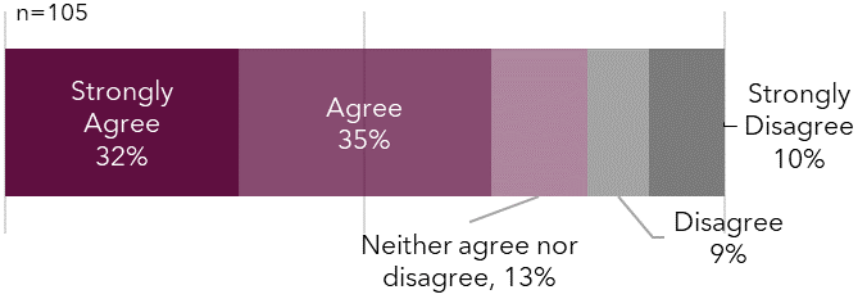
Compared to Prior Years

Note. % Strongly Agree + % Agree



5. I am supported in my professional development and growth as an educator.

n=105



Comment Analysis

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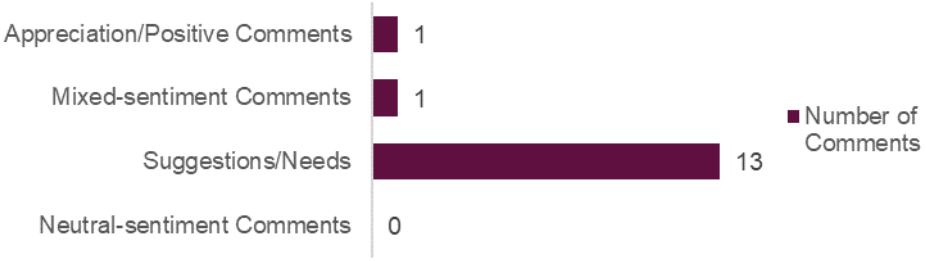
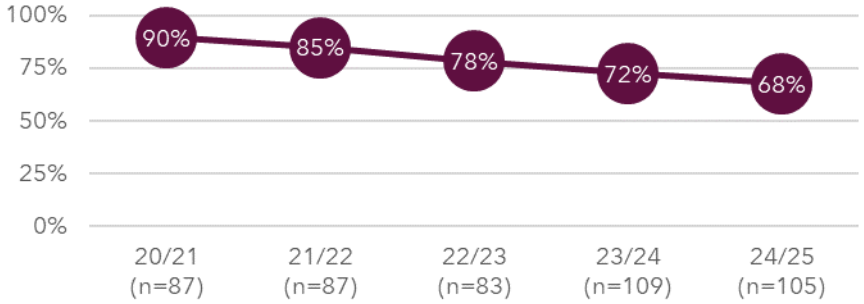
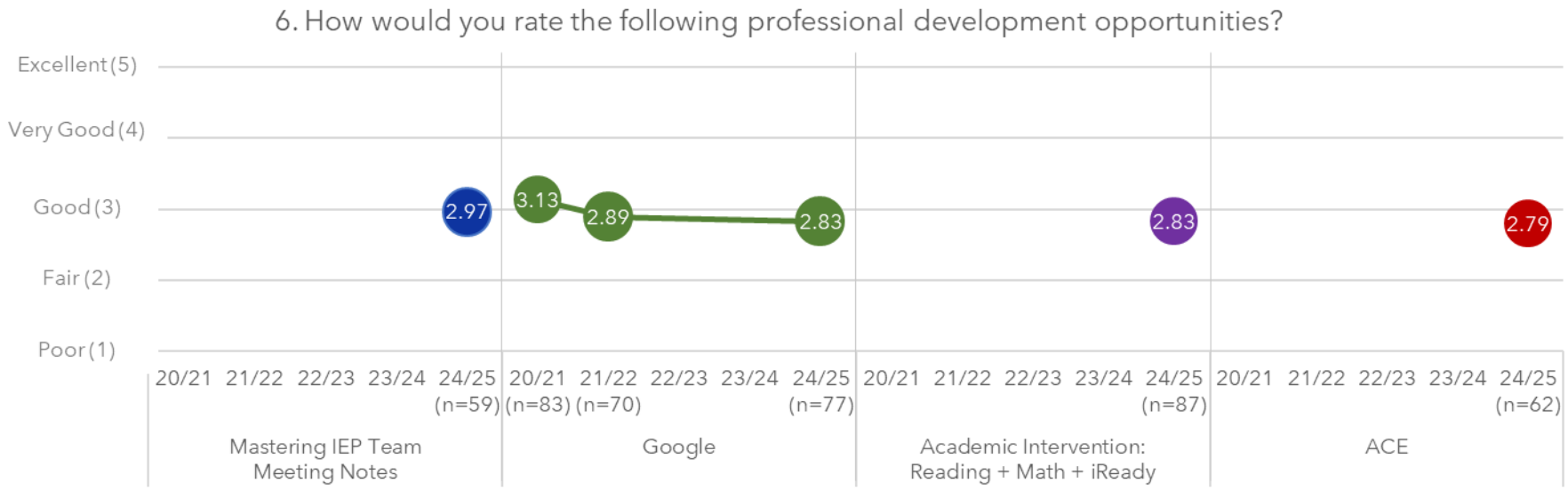
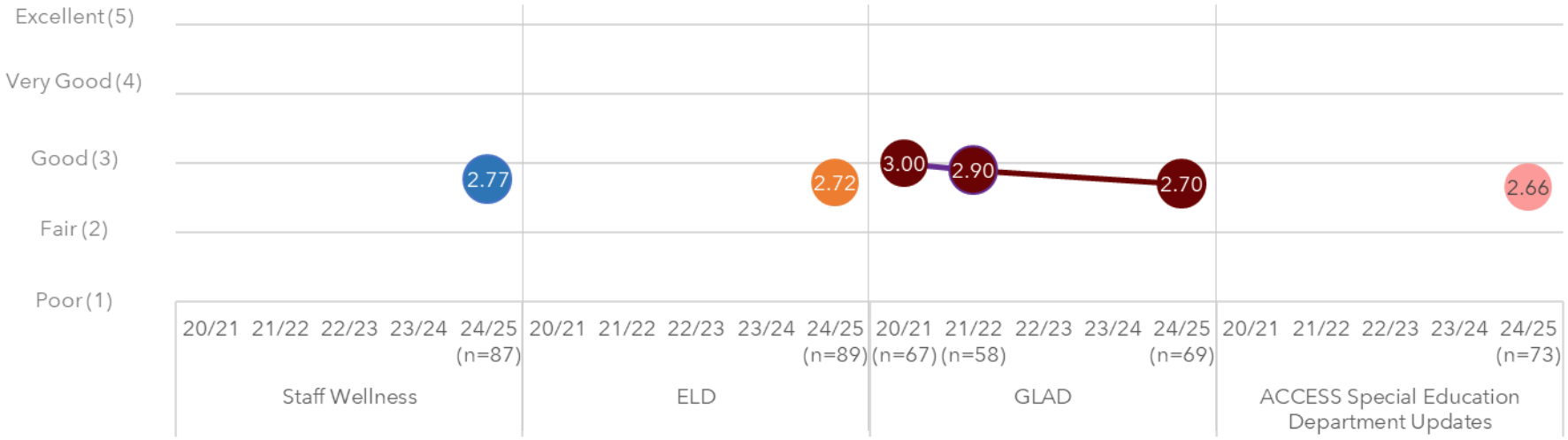


Compared to Prior Years

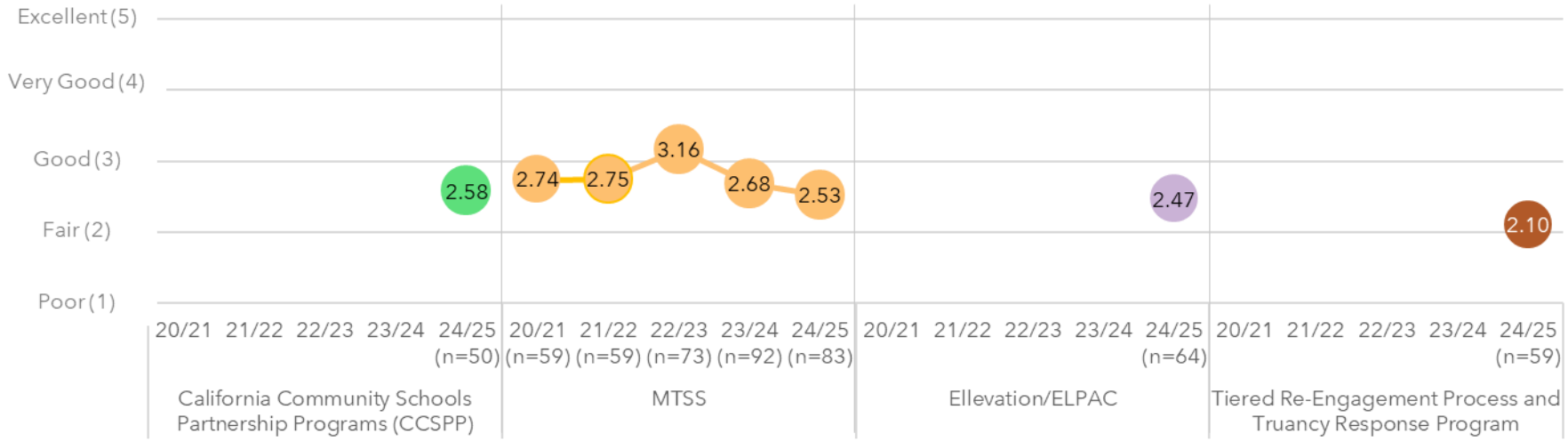
Note. % Strongly Agree + % Agree




6. How would you rate the following professional development opportunities?
Excellent (5)
Very Good (4)
Good (3)
Fair (2)
Poor (1)
2.97
3.13
2.89
2.83
2.83
2.79
20/21 21/22 22/23 23/24 24/25 (n=59)
20/21 21/22 22/23 23/24 24/25 (n=83) (n=70) (n=77)
20/21 21/22 22/23 23/24 24/25 (n=87)
20/21 21/22 22/23 23/24 24/25 (n=62)
Mastering IEP Team Meeting Notes
Google
Academic Intervention: Reading + Math + iReady
ACE

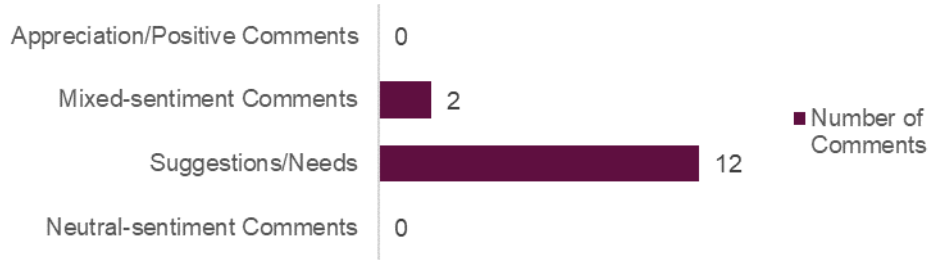

Excellent (5)
Very Good (4)
Good (3)
Fair (2)
Poor (1)
2.77
2.72
3.00
2.90
2.70
2.66
20/21 21/22 22/23 23/24 24/25 (n=87)
20/21 21/22 22/23 23/24 24/25 (n=89)
20/21 21/22 22/23 23/24 24/25 (n=67) (n=58) (n=69)
20/21 21/22 22/23 23/24 24/25 (n=73)
Staff Wellness
ELD
GLAD
ACCESS Special Education Department Updates

ACCESS 2024-2025 Instructional Staff Feedback

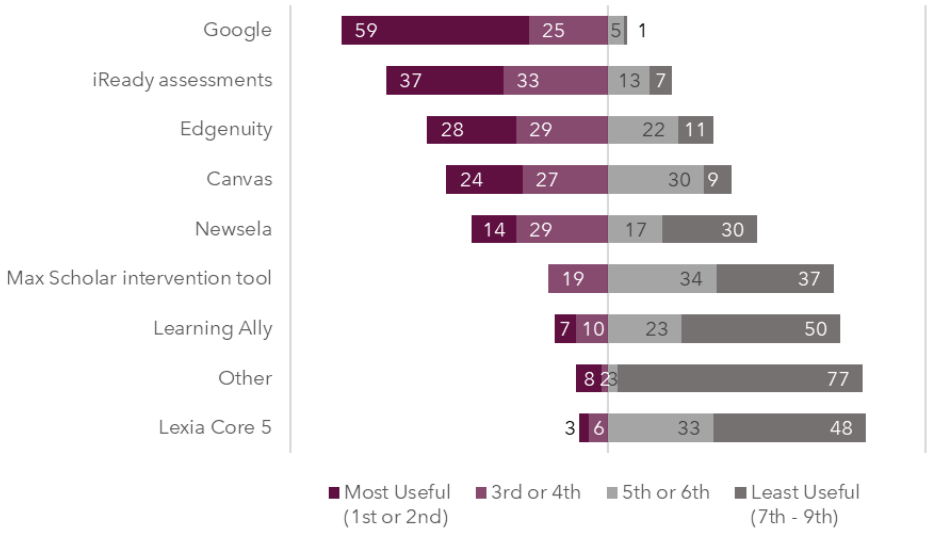


Comment Analysis

All comments are provided at the end of the report.



7. Please rank the following education software/resources based on their usefulness to you as an ACCESS educator.
n=90



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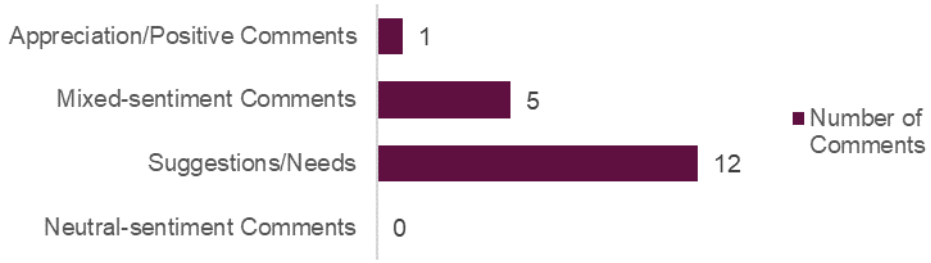


Other (write in) responses:

- Academic Freedom
- ACE
- Clever
- Discovery Education1
- Find Your Grind
- iReady lessons
- Kuta Software
- Nearpod
- Peardeck, GoGuardian & Quizizz
- Promethean Board
- Subject dot Com, working with it

ACCESS Non-Instructional Staff Feedback

2024-2025

Prepared By:
Evaluation and Data Center at OCDE
Revised March 2025

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:

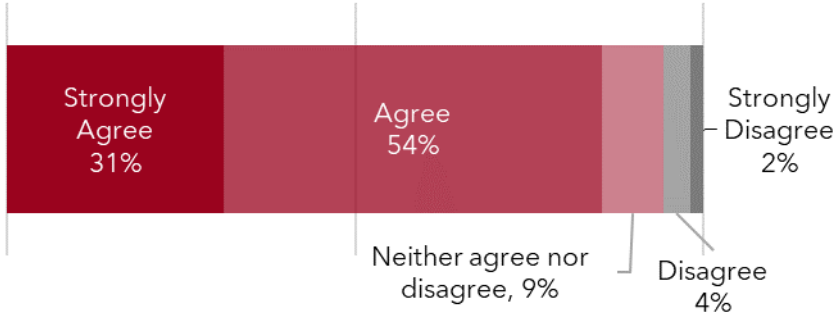
The survey was administered online with an approximate 12-week administration window: November 11, 2024, to January 31, 2025. Following the standard Evaluation & Data Center (EADC) survey protocol, a webpage was created showing how many responses were received in real-time. The webpage address was sent to the district to ensure a high response rate. At the end of the survey window, 127 survey responses were received (N=127 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=103



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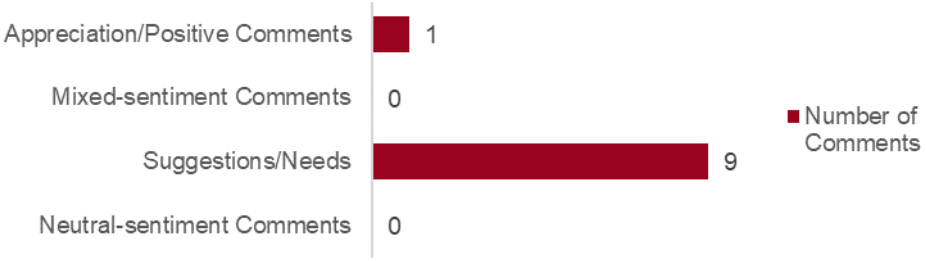
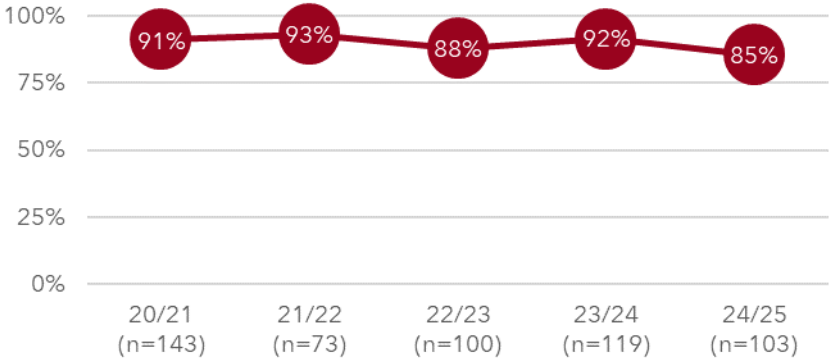


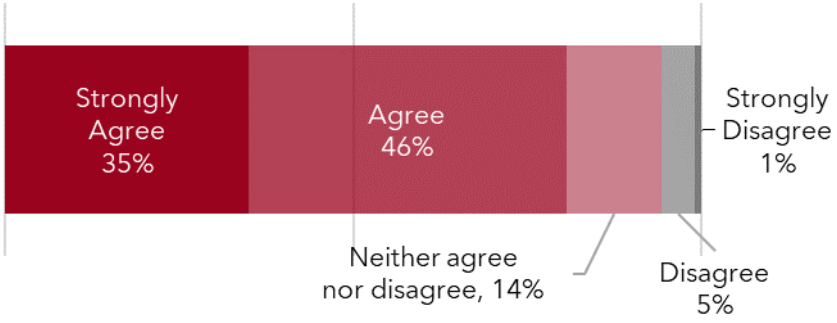
Compared to Prior Years

Note. % Strongly Agree + % Agree



2. My workplace supports and values cultural diversity and inclusion.

n=103



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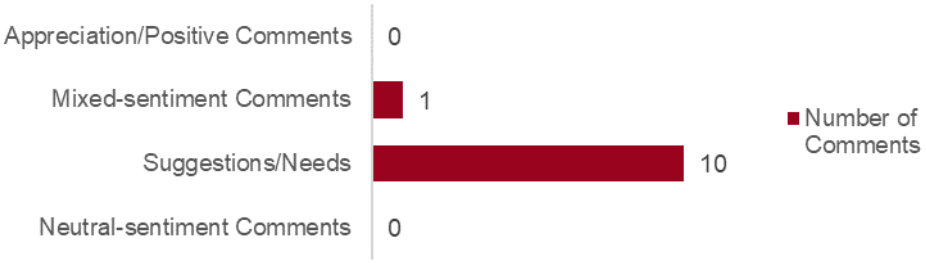

Compared to Prior Years

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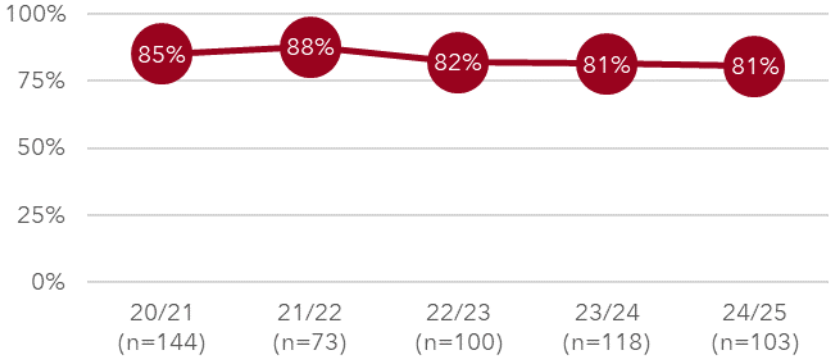
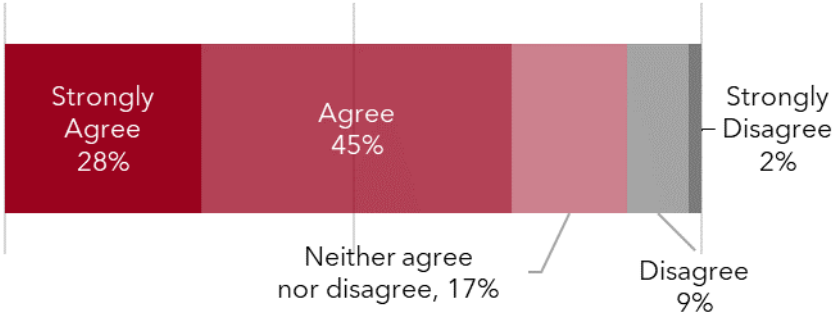


3. My workplace recognizes the importance of mental health and provides resources to staff.

n=103



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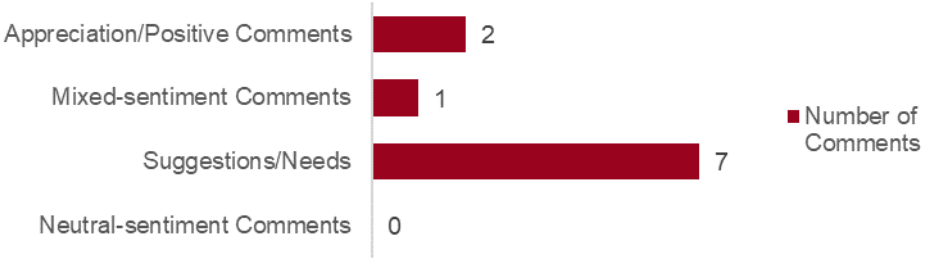
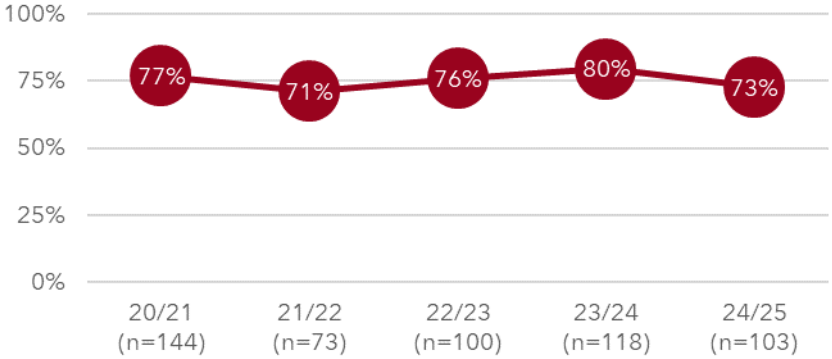


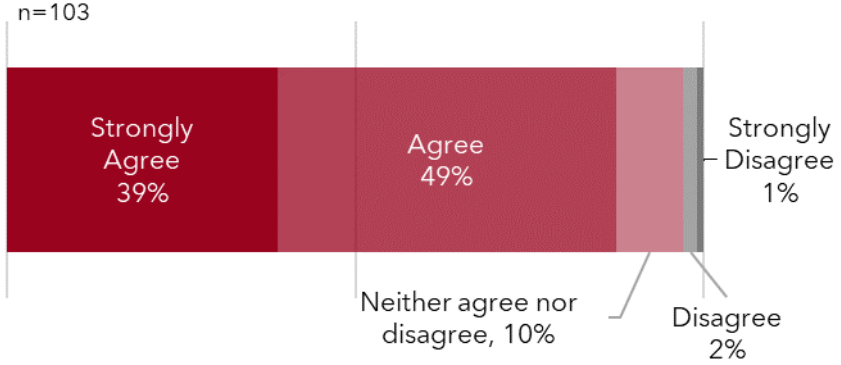
Compared to Prior Years

Note. % Strongly Agree + % Agree



4. I feel like I am a significant contributor to the organization supporting the education of ACCESS students.

n=103



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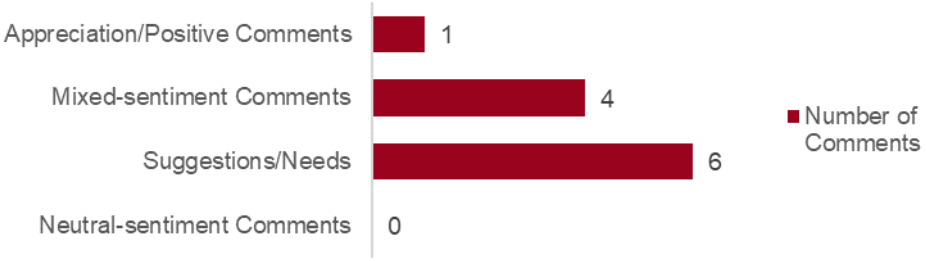

Compared to Prior Years

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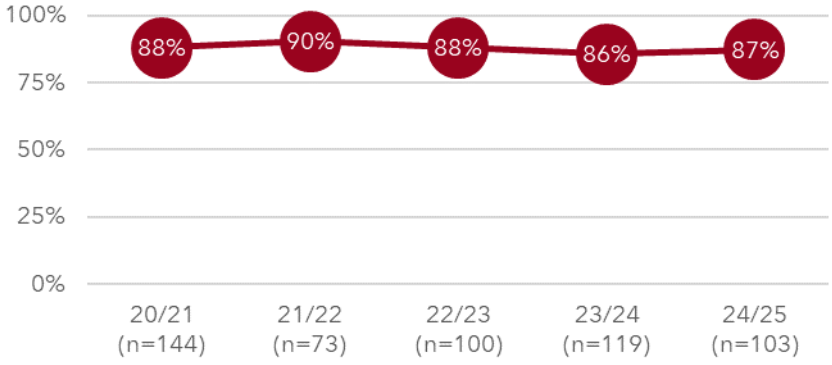
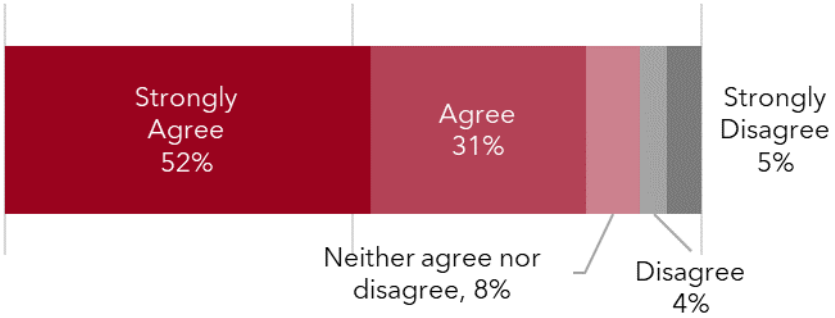


5. I am comfortable speaking to my supervisor if I have questions or concerns at work.
n=103



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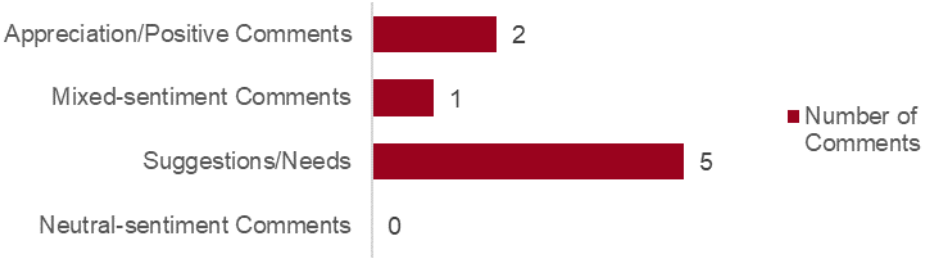
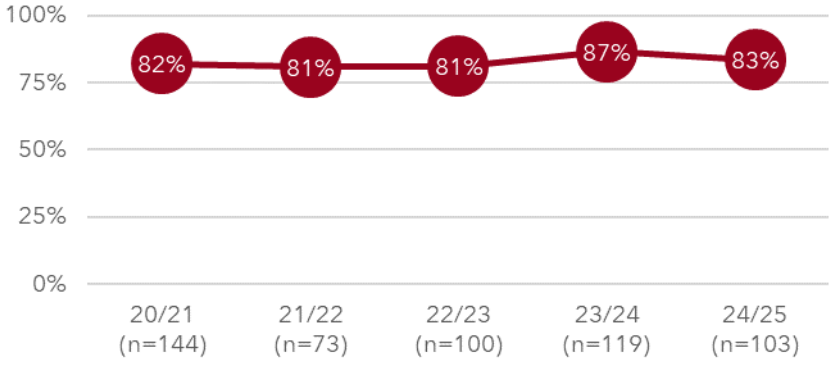


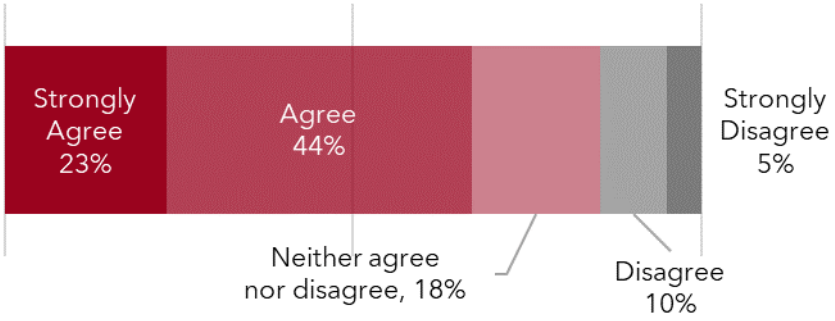
Compared to Prior Years

Note. % Strongly Agree + % Agree



6. I am receiving support in my professional development.

n=103



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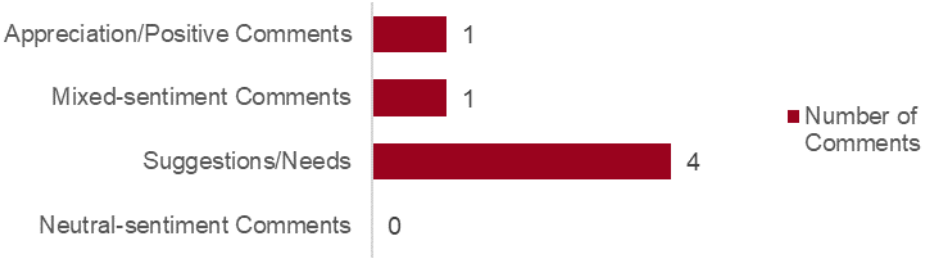

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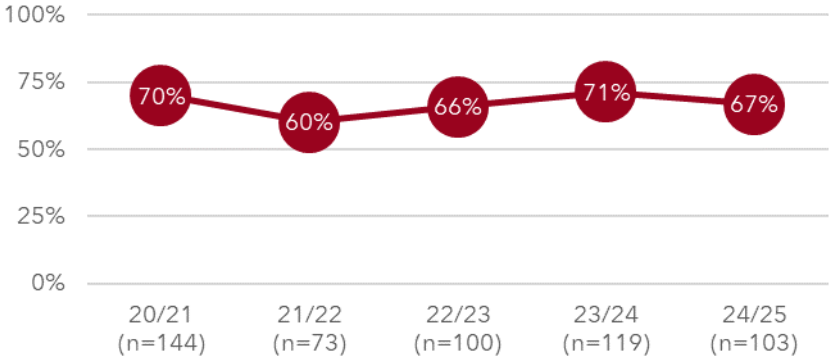
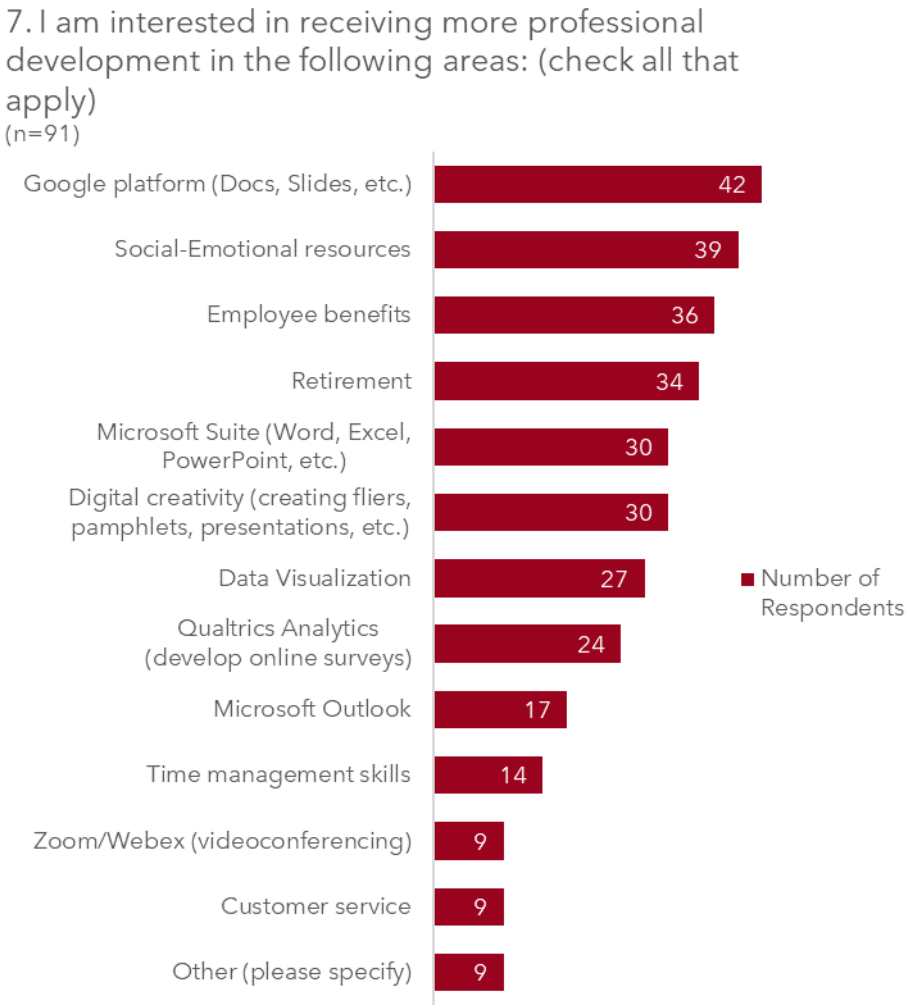
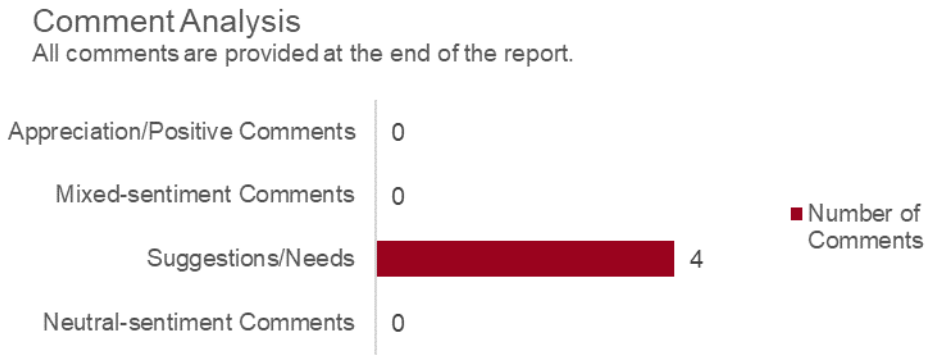




Other (write in) responses:

- Academic focus on current and research-based curriculum for At-Promise students. Some teachers are still "hiding" (since they were told to stop utilizing this workbook as their sole class for a full 5 credits) and utilizing old Steck Vaughn Workbooks for independent study classes and credits - some of these workbooks are over a decade old or more and still being provided to our students. Training on how better to provide engaged and interactive instruction to our students in the day class setting - rather than packet work. Also to have regular administrative walk throughs to ensure engaged and intentional instruction in being provided throughout our student's school day.
- Aeries and Ed Code vs. OCDE process/procedurals
- AI
- AI trainings
- Artificial Intelligence
- Best Teaching Practices Contract Learning Lessons and increase student skill levels
- Exposing corrupt leadership
- How Paras can be treated better, how to get teachers to do their job fully



Appendix F

LEA and School Level Data

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 2024 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	ACC	OCDE, ACC		OCDE, ACC	OCDE, ACC, AJH, CONNECTIONS	OCDE, ACC, AJH	
English Learners	OCDE, ACC	OCDE, ACC		OCDE, ACC	OCDE, ACC, AJH	OCDE, ACC, AJH	
Long-Term English Learners	OCDE, ACC	OCDE, ACC		OCDE, ACC	OCDE, ACC, AJH	OCDE, ACC, AJH	
Foster Youth					OCDE, ACC	OCDE	
Homeless	OCDE, ACC	OCDE, ACC		ACC	OCDE, ACC, AJH	OCDE, ACC, AJH	
Low-Income	OCDE, ACC	OCDE, ACC		OCDE, ACC, CONNECTIONS	OCDE, ACC, AJH	OCDE, ACC, AJH, OCCS	
Students with Disabilities	ACC	ACC			OCDE, ACC, AJH, CONNECTIONS	ACC, AJH	
Hispanic	OCDE, ACC	OCDE, ACC, OCCS		OCDE, ACC	OCDE, ACC, AJH	OCDE, ACC, AJH	
White	OCDE	OCDE		OCDE	OCDE, ACC	OCDE	
Asian					OCDE		
LCAP GOALS/ACTIONS G = Goal A = Action	G1-A2 G2-A1	G1-A2 G2-A1	G1-A2 G2-A5	G1-A2 G2-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

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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 5	Behavioral Paraeducators for Connections	Integrating evidence-based pupil supports to address barriers to learning	Behavioral paraeducators address barriers to learning by providing targeted support to students who struggle with self-regulation and appropriate classroom behavior. By offering consistent guidance, redirection, and reinforcement of positive behaviors, they help students stay engaged in lessons and reduce disruptions that can interfere with both their learning and that of their peers. Their support creates a more focused and inclusive classroom environment, enabling all students to access instruction more effectively and develop the social-emotional skills needed for academic success.

Goal - Action	Description	Allowable Use Alignment	How will this address student needs?
Goal 1 - Action 9	Mental Health Counselor for Connections	Integrating evidence-based pupil supports to address barriers to learning	Mental health counselors play a crucial role in addressing barriers to learning by supporting students who are facing emotional, psychological, or behavioral challenges. Through an individualized approach, they help students manage issues such as anxiety, depression, trauma, or stress that can interfere with their ability to focus, engage, and succeed in school. By providing coping strategies, emotional support, and connecting families with outside resources when needed, mental health counselors help create a stable foundation that enables students to fully participate in the educational program and reach their academic potential.
Goal 1 - Action 9	School Psychologist for Connections	Integrating evidence-based pupil supports to address barriers to learning	The school psychologist helps students with special needs overcome learning barriers by conducting assessments to identify their unique needs, such as learning disabilities or emotional challenges. They work closely with teachers, families, and support staff to develop individualized plans, provide behavioral and academic interventions, and offer counseling when needed. By promoting inclusive practices and addressing both academic and emotional concerns, school psychologists ensure students receive the support they need to succeed in school.

Goal - Action	Description	Allowable Use Alignment	How will this address student needs?
Goal 2 - Action 7	CTE Paraeducator for Connections	Integrating evidence-based pupil supports to address barriers to learning	Paraeducators in the Connections program support students directly in the classroom by reinforcing instructional strategies, helping with accommodations, and providing one-on-one or small group assistance. They help remove barriers to learning by ensuring students understand tasks, stay engaged, and access materials in a way that meets their individual needs. By working closely with teachers and observing students' daily progress, paraeducators can also offer valuable insights to help tailor instruction and support students both academically and behaviorally.
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.

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.