Orange County Department of Education

Local Control Accountability Plan: 2016-2019

Annual Update: 2015-2016

DRAFT

Local Control and Accountability Plan and Annual Update
Orange County Department of Education

Introduction and Executive Summary

Orange County Department of Education's (OCDE) vision is that **Orange County students will lead the nation in college and career readiness and success.** OCDE plays 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. We believe that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students.

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 educators 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. College and career readiness and success are defined by individual student interests, capacities, and choices, but all students need support to acquire competencies and skills that will allow them to succeed in the 21st Century.

Orange County Department of Education

Vision
Orange County students will lead the nation in college and career readiness and success.

Mission
The mission of the Orange County Department of Education (OCDE) is to ensure that all students are equipped with the competencies they need to thrive in the 21st century.

OCDE is a public education organization offering support to 27 school districts and more than 600 schools and 20,000 educators serving more than 500,000 students in Orange County.

OCDE's personnel offer support, professional development, and student programs through its divisions and departments: Administrative Services, Alternative Education, Business Services, Career and Technical Education, Information Technology, Instructional Services, Legal Services, School and Community Services, and Special Education.

Values
OCDE is dedicated to the fundamental human values of respect, responsibility, integrity, and professional ethics. Our priority is service to students, schools, districts, families, and community members. We provide a safe, caring, courteous, and professional environment that fosters collaborative work and individual development for our employees. We hold ourselves and each other accountable for the highest level of performance, efficiency, resource management, and professionalism.

In addition to supporting local school districts, the Orange County Department of Education also operates unique educational programs serving students throughout Orange County. Our alternative education program, known as ACCESS, which stands for Alternative, Community, and Correctional Education Schools and Services, provides educational options county-wide for a variety of distinctive student populations. (A complete list of acronyms used in the document can be found in Appendix D.) We serve at-risk students who have not been successful in traditional school environments through our Western Association of Schools and Colleges (WASC)-accredited community and institutional school programs. 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. The OCDE also operates Special Schools and Programs serving 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 OCDE programs receive funding from the Local Control Funding Formula (LCFF), and are addressed in this Local Control Accountability Plan (LCAP):

- *ACCESS Community School Programs* are most often a short-term placement for students who are highly transient due to truancy, expulsion, drug use, gang affiliation, adjudication, teen pregnancy/teen parenting, homelessness, and foster youth placements. These students are often credit deficient, disenfranchised, and have significant gaps in their knowledge of core academic skills. There are two educational options within the ACCESS Community School Program to best meet the needs of our students: day school programs and contract learning/independent study programs.*

- *ACCESS Juvenile Court School Programs* serves adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These students are wards of the court and are often transferred between juvenile court schools as a result of Probation or Social Service Department guidelines. The average stay within these facilities is between 30 and 60 days. However, a small group of incarcerated students receive longer commitment times and remain in custody three to four years, and may stay in these programs up to the age of 22.*

- *ACCESS Orange County Community Schools,* known as Community Home Education Program (CHEP) (grades TK-8) and Pacific Coast High School (PCHS) (grades 9-12), are the Orange County Department of Education's independent study programs supporting parents and students who want or need an alternative approach to a traditional brick and mortar school. Pacific Coast High School is a UC-approved and National Collegiate Athletic Association-accredited program.*

- *Special Schools and Programs* 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 (D/HH) programs are integrated into general education core academic subjects as appropriate.

These unique school programs serve students who predominantly are expelled, severely credit deficient, have a history of truancy, and are highly at-risk of dropping out of school. Consequently, the majority of the actions and services listed in this document are targeted to serve “All Students” because they address these common issues. However, when appropriate, we have specifically identified particular student subgroups and the actions and services intended to support them. A detailed breakdown of OCDE student demographic information can be found in Appendix B.

*ACCESS Special Education services are provided to students in these programs as deemed appropriate by the Individual Education Plan (IEP) team.

LEA: Orange County Department of Education **Contact: Laura Strachan, Assistant Superintendent, lstrachan@ocde.us, (714) 245-6403**

LCAP Year: 2016-2019

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled)for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
LEA Personnel **OCDE** • The OCDE LCAP team met with a representative of the CDE in February 2016 to discuss the prior year's report, outline next steps, and highlight strengths and possible improvements. • Staff from OCDE's Instructional Services and Business Services divisions reviewed OCDE's 2015-2016 LCAP to offer support for increased clarity, greater stakeholder involvement, and further alignment between the LCAP and OCDE's strategic priorities. • OCDE continued conducting roundtable discussions on a variety of topics related to the LCAP and strategic priorities. OCDE administrators encouraged all staff to attend and participate in these interactive sessions. • Information Technology (IT) staff provides technical support and consultation in the roll out of the LCAP actions and services.	***LEA Personnel*** **OCDE** • Staff report an enhanced awareness of the purpose of the LCAP, as well as the goals and actions connected to student learning. As a result, staff members have a better understanding of the document and are recommending actions and services for consideration. • Each OCDE division meets regularly for goal setting and strategic planning. Based on information within the LCAP, OCDE division priorities continue to be reviewed and aligned to support established LCAP goals. • Staff members realize the LCAP is a vehicle to improve the outcomes for students, and they continually submit ideas for actions and services to impact student achievement. These ideas are recorded and brought forward for discussion and possible inclusion in the current LCAP. Many of the submitted ideas were connected to existing and new actions and services located in the document below.

ACCESS
 	
• LCAP was discussed at monthly ACCESS Leadership Meetings throughout the school year.
• Updates regarding LCAP measures were submitted in the months of November and March by those responsible for each action item.
• An ACCESS LCAP Writing Committee was formed comprised of representatives from community schools, juvenile court schools, Pacific Coast High School, federal programs, adult programs, and the Director of Alternative Education. Committee members met frequently and reviewed the input provided by stakeholders to assess the overall effectiveness of the LCAP actions and services. Draft language regarding revisions to the actions and services and a draft of the Annual Update was shared at ACCESS Leadership Team meetings for feedback and input.
• The ACCESS LCAP Writing Committee met with representatives from Foster Youth Services, English Learner Services, Special Education Services (SES), and Safe Schools to ensure the LCAP actions and services address the needs of these special populations.
• ACCESS Leadership Team drafted goals for the 2018-2019 school year based on input garnered from division-wide surveys, staff meetings, and administrator-led discussions.
	ACCESS
	
	• The input from the ACCESS Leadership Team formed the future 2018-2019 Actions and Services portion of this year's LCAP. At multiple meetings throughout the school year, Leadership Team members broke into small groups to review all portions of the current 2015-2016 LCAP. Written feedback was provided and then incorporated into the Annual Update and also used to determine and affirm new and existing goals and services for the 2016-2017 school year and beyond.
	• The ACCESS LCAP Writing Committee ensured the input and contributions of all stakeholders was represented in the document.
	• Staff surveys confirm the positive impact our LCAP goals have had on student achievement. Survey results indicate the following areas of improvement:
	  o Enhanced technology use in the classroom
	  o Increased parent participation
	  o Improved implementation of state standards
	  o Targeted and effective professional development that addresses the unique needs of our student population

Involvement Process	Impact on LCAP
• Electronic surveys were sent to teachers, paraeducators, non-instructional staff, and administrators for input regarding classroom use of technology, school climate, improved implementation of professional development, and evidence of the actions and services outlined within the LCAP for 2015-2016. • Each Administrative Unit (AU) principal shared LCAP updates at regularly scheduled staff meetings, during individual meetings with staff, and via email. • During the ACCESS All Staff Conference in August 2015, special workshops provided an overview of the Local Control Funding Formula and the Local Control Accountability Plan. Attendees discussed items in the OCDE LCAP and recommended future actions and services to support student achievement. The workshops allowed the attendees to gain a deeper understanding of the document and ask clarifying questions. • The LCAP document is made available for review at school administrative offices and online at the OCDE website.	
Special Schools • Technology survey provided input from teachers and staff and was used to prioritize needs for LCAP Identified Need #1. • Teachers and ancillary staff receive updates and provide input on implementation of LCAP goals at monthly meetings. • Teachers and staff provide input on professional development needs targeted in LCAP through online and paper surveys distributed at workshops, in-service meetings, and conferences. • Each site administrator allocates funds to meet LCAP goals and priorities for technology purchases. • Updates and input obtained on LCAP goals at bi-monthly meetings. • Ongoing review of LCAP and the Special Schools Strategic Plan priorities during the Leadership Training series ensures sustainability of program and services.	**Special Schools** • In accordance with the IEP goals found in the LCAP, teachers provide additional input on student IEPs and Individual Transition Plans**,** and a Vocational Specialist now works with students, parents, and teachers to determine adult placement options with a greater focus on college and career readiness prior to a student exiting the special education program. • Principals review parent and staff surveys and provide recommendations for technology plan and professional development. As a result, a new assessment program is being implemented for 2016-17. • With parent involvement goals outlined in the LCAP, implementation of the Facilitated IEP method is now used to improve parent and student participation at IEP meetings.
Parents and Families of OCDE Students The first LCAP General Parent Advisory Committee (GPAC) meeting of 2015-16 school year was held on September 29, 2015 at the centrally-located Harbor Learning Center (HLC) during the evening to accommodate working parents. An overview of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) was provided to parents along with an infographic handout highlighting the goals and significant actions and services. Vern Burton,	***Parents and Families of OCDE Students*** A theme that emerged from the meetings with parents and families was the need for increased information and resources in the area of college and career readiness. As a result, workshops were designed specifically to address the questions parents raised concerning college and career readiness, and college tours were arranged for interested families.

Involvement Process	Impact on LCAP
the principal of HLC, discussed various ways that LCFF funds are being utilized at the site, such as expanding student access to technology, funding a new afterschool sports league, hiring English Development Assistants to support English Learners, and offering parenting classes. Anne Wolff, Educational Technology User Support Assistant, then demonstrated how to set up a Gmail account and assisted parents to set up accounts on the school computers so that they could email their feedback regarding this meeting. Participants then met in small groups to provide input on OCDE's three main Identified Needs: A) Effective use of technology for teaching and learning to promote 21st Century skills; B) Enhanced collaboration and partnerships among stakeholders; and C) Students prepared to be college, career, and life-ready. Group leaders then shared their ideas and suggestions with the larger group. The second LCAP GPAC meeting was held on January 27, 2016, at Century Day School in Garden Grove. Committee members were welcomed to the meeting by Chris Alfieri, Principal, ACCESS Administrative Unit 104. Rick Martin, Director of Curriculum and Instruction for ACCESS, provided an overview of LCFF and LCAP, and emphasized the important role of parent input in the LCAP process. Committee members then met in table groups to provide input on the LCAP priority areas. Group leaders, some of whom were students, then reported back to the larger group. The third GPAC meeting was held on Tuesday, March 29, at Pacific Coast High School in Tustin. This meeting was held during the school day, which was determined to be the most convenient time for parents at this location. During the meeting, LCAP priorities were discussed and a written survey was given to parents and students to evaluate school climate and determine educational technology needs and usage in the home and at work. The final GPAC meeting was held at HLC on May 24, 2016. This meeting featured a presentation on the importance of a college education, the college systems in California, admission requirements, careers and opportunities for students in the 21st Century, and residential/legal status and college, and financial options. Following this presentation, Director Rick Martin discussed highlights of the 2015-16 LCAP, and committee members were provided with the opportunity to offer additional input on the document. The committee was also informed about the upcoming Orange County Board of Education meeting in June, in preparation for participating in the public comments portion of this meeting. At all evening parent meetings, dinner was served to accommodate parents' busy schedules. Interpretation in Spanish was provided, and children's activities were	To address OCDE's three main priority goals, parents suggested the following areas for LCAP consideration, which we have linked to the respective Identified Need, and underlined items which represent actions and services that have been included in the 2016-17 LCAP and addressed in subsequent years: • Establish a laptop or tablet check-out system (Identified Need A) • Provide information on diverse careers (Identified Need B) • More awareness of ROP (Identified Need C) • More feedback from teachers about students' progress (Identified Need B) • An after-hours message board (Identified Need A) • Extended school day and after school programming (Identified Need B) • Increase the number of Day School classes (Identified C) • An online parent forum (Identified Need A) • Provide a diploma program for adults (Identified Need B) • Spanish-speaking staff at each school site (Identified Need B) • Offer English as a Second Language classes for parents (Identified Need B) • More computers at school sites (Identified Need A) • Workshops and trainings for parents (Identified Need B) • Help parents find jobs (Identified Need B) • Provide more counseling for students (Identified Need C) • Use texting or the Remind app to contact parents (Identified Need B) • Help parents to be more involved in their child's education (Identified Need B) • Provide access to the internet at home (Identified Need A) • Provide bus transportation to events for students (Identified Need C)

Involvement Process	Impact on LCAP
organized to allow parents to participate in the meeting more easily. **ACCESS:** To encourage parent attendance, the following outreach strategies were utilized in the weeks prior to the meetings: • Parent surveys were mailed home to ACCESS families in English and Spanish. • Family Community Liaisons contacted families directly to encourage participation in the survey. • Flyers were posted and distributed at all school offices and classrooms. • Family Community Liaisons personally contacted families to request their attendance at these important events. • All materials were provided in English and Spanish. • Transportation was available if requested. • Children's activities were available during the meetings. • Food was provided during the meetings. • School administrators made announcements about the parent meetings during the school day in ACCESS classrooms and upcoming meeting dates and flyers were shared at other parent events.	**ACCESS:** The parent attendance at meetings has increased this year in comparison to last year. Parents have demonstrated a deeper understanding of the LCAP Actions and Services, and are providing thoughtful suggestions and comments to improve the OCDE educational program and student outcomes. Surveys and meeting discussions revealed that parents and families view ACCESS as a positive educational experience for their child, as evidenced below: • *My son has made amazing progress and is on the way to college after his program is complete.* • *Thank you for all of your support! Your willingness to help us has given us hope for our lives.* • *I strongly agree that my son is in a safe place because they are trying to help him with his behavior and academic progress.* • *I am thankful for all the help in and out of school to help our children make progress and keep studying so that they become better people and have a better future outside of the world of violence and drug addiction.* • *My child has worked with many staff, tutors, Transition Specialists, and School Liaisons that help with college, school assessments, bus passes, school supplies, and just our needs.* • *I believe that giving students more college and university programs so that they can raise their self-esteem and will start to think about the university and not think of things on the street.* • *Need access to a parent portal as used by district schools.* • *I believe it would be a lot of help for both children and students if they were able to [take] classes together that focused on positive habits and responsibilities.* Parent input has indicated that job and life readiness is an important area of focus for their children. To respond to this feedback, ACCESS has designed a Career Success Week event for students to explore careers, enhance employability, improve interpersonal interactions, and prepare for life-readiness. In addition, the use of School Messenger will be a focus next year to allow teachers to communicate more effectively with parents and share information regarding student progress, attendance, and upcoming events.

Involvement Process	Impact on LCAP
Special Schools: • Special Education Parent/Guardian Surveys collected via the Back-to-School Student Packets. (See summary of surveys attached.) • Interpreters and translated materials are provided at all student and parent meetings as needed. • Parents are provided with host school Parent Teacher Association (PTA) membership information at K-12 sites; families invited to host school events and programs throughout the year. • Parents are encouraged to attend Special Education Local Plan Area (SELPA) Community Advisory Committee stakeholder meetings at their district(s) of residence. • Parents are invited to attend Parent Advisory meetings at various administrative units within ACCESS to provide input regarding LCAP goals, actions, and services.	**Special Schools:** • Every Special Schools student has an annual IEP meeting. Increased parent input on their student's strengths, preferences, interests and concerns relevant to the student's educational progress is included in the IEP. • Parent agrees to each individualized and/or group service provided to student. • Parents provided feedback on the current LCAP and had the opportunity to provide ideas for improved services and communications. • Survey results from parents and staff have resulted in additional actions and services to improve the outcomes of students in the area of technology and transition.
Stakeholders • Blue Ribbon Commission, a multi-agency collaborative facilitated by Juvenile Court and tasked with ensuring services for adjudicated students, foster and dependent youth, was provided the finalized LCAP for 2015-2016. The Blue Ribbon Commission was sent a copy of the 2016-19 LCAP at the end of April 2016 with feedback requested before May 15, 2016. • In February 2016, the Orange County Children's Partnership (OCCP), a multi-agency commission which is a sub-committee of the Board of Supervisors created to improve the conditions of Orange County children, was provided with an oral summary of the priorities outlined within the LCAP. Members validated that the goals therein are meeting the needs of the students it is intended to serve. • The Regional Center of Orange County, California Children's Services, Department of Social Services, County Mental Health, Department of Rehabilitation, and other agencies are invited to provide input at annual and triennial IEP meetings to sustain high quality programs and services for students with disabilities. • Stakeholder input solicited from partners involved in the Career Pathways Grant for D/HH students enrolled in the Orange Coast College Adult Transition Program.	***Stakeholders*** • All stakeholders acknowledge the need for increased technology usage among OCDE students and continued upgrades to the system, and the 2016-19 LCAP reflects this focus. • The Blue Ribbon Commission met regularly and the goals and actions of the LCAP document were reviewed. The Commission commended the services targeting foster youth and no other specific actions or services were recommended. • On April 21, 2016, the OCCP was provided an overview of the goals included in the draft 2016-19 LCAP. The committee members affirmed its goals and direction commending Foster Youth Services for the improved outcomes of foster youth and the coordination of services within the county. • Regional Center continues to provide ongoing Parent Training workshops throughout the year. • The Vocational Specialist and OCDE Administration team are involved in a new out-of-county partnership with Long Beach Unified School District and other out-of-county districts to enroll secondary and adult students with severe medical and/or physical disabilities.

Involvement Process	Impact on LCAP
Foster Youth **Countywide:** Foster Youth Services Coordinating Program (FYSCP) continued the LCFF discussions regarding foster youth with the Orange County School District Foster Youth Liaisons during the quarterly Foster Youth District Liaison (FYDL) meetings on September 18 and November 20, 2015, and January 22, March 4, and May 20, 2016. The two areas that the districts continue to address are: • Identification of the foster youth in the district • Coordination of services provided to the foster youth Foster Youth Services (FYS) continues to consult with districts by providing data to verify the foster youth are in the district, and strategize as they develop their Local Control Accountability Plans. In addition, FYS provided support to assist with developing trainings, partnering with staff, and helping with team meetings. **ACCESS:** FYS continues to be involved with school-based, and team decision-making meetings impacting foster youth. Challenges and obstacles faced by foster youth in ACCESS are discussed at Action Group and Leadership Team meetings to problem solve through the expansion of LCAP actions and services, as well as available resources and improved protocols.	***Foster Youth*** **Countywide:** Through better identification of foster youth and the enhanced coordination of services, foster youth are receiving more targeted services individually designed to provide academic support and minimize the number of school placements. This coordination includes an improved tracking of foster youth outcomes. **ACCESS:** Continued representation by FYS on behalf of foster youth in ACCESS has resulted in the improved problem solving of challenges facing foster youth. This partnership between FYS and ACCESS is resulting in better coordination of academic and support services and fewer school transfers for foster youth.
OCDE Students A survey was administered to all students during the months of March and April to assess their input regarding the quality of education, the use of technology in instruction, and school safety and climate. We received 1,052 survey responses. ACCESS staff, including teachers, counselors, clinicians, and transition specialists, meet with students to discuss academic planning, future life choices, and goal setting. Students are made aware of the purpose behind the LCAP document and shown the connection between the LCAP actions and services and the positive changes taking place in their school programs. Student representatives participated in the Annual Update process through surveys and class discussions. This feedback was included as actions and services	***OCDE Students*** Almost 1,100 student surveys were submitted in the months of March and April 2016. (See Appendix C for an overview of survey results.) In the surveys, student expressed that relevant learning was important to them, and they felt supported by their teacher. The following suggestion given to us by the students demonstrate their self-awareness and a desire to be ready for the future: • *Treat every kid like he has the opportunity to change.* • *Make more classes available online.* • *Focus on students more one-on-one so they really understand what they are learning.* • *Have a nutritious breakfast and lunch.* • *Add art classes and use more technology.*

Involvement Process	Impact on LCAP
were updated for the subsequent years of the LCAP. Every Special Schools student, ages 16-22, provides input on an Individualized Transition Plan which outlines a plan for high school course of study, and future educational, vocational, and independent living goals.	• *More tutoring.* • *Provide career programs to get ready for college.* • *Have weekly meetings to go over what needs to be accomplished.* As a result of student input, college and career readiness will continue to be a focus of classes and specialized programming. School staff will also be shown new techniques for incorporating technology into instruction in order for students to experience a diverse educational platform with more opportunities for online learning. In addition, tutoring services will continue to be funded and College and Career Counselors will be available to assist students with transitions into the workforce and higher education.
Bargaining Units Throughout the 2015-2016 school year, a March 15, 2016 meeting was scheduled between OCDE Cabinet representatives and Orange County School Educators Association (OCSEA) members. OCDE management discussed items related to the current OCDE LCAP. An offer was extended to meet with Association members at their monthly meeting on April 4, 2016; however, they declined because they felt they had enough information to share with members and expressed their continued support of the survey formats for collection of data regarding LCAP initiatives from our stakeholders. Throughout the 2015-2016 school year, monthly and quarterly meetings were held between OCDE management and representatives of Chapter 468 of the California School Employees Association (CSEA). In the monthly meetings, dialogue was open to address any employee relations or staffing concerns arising from LCAP implementation and support. In quarterly meetings, information was shared about ACCESS and Special Schools enrollment and budget and staff were given the opportunity to ask questions, provide feedback and suggestions, or raise concerns about the direction of the student programs. In addition, CSEA employees have been encouraged to participate in roundtable sessions regarding OCDE's strategic priorities for a greater understanding of how each employee plays a supportive role in implementing the LCAP. This more general work is in addition to the collaborative work done related to LCAP at the school site level with both bargaining units. Similar approaches are planned for the 2016-2017 school year.	***Bargaining Units*** The positive feedback from the OCSEA and CSEA Bargaining Unit Members confirmed that the actions and services provided for students within the LCAP are in alignment with the goals of the OCDE Strategic Plan. OCSEA officers expressed their appreciation for LCAP information and overview. The OCSEA President, on behalf of the members, submitted a letter in support of the Actions and Services contained within the LCAP and commended OCDE staff for their efforts to obtain and include staff feedback in the document. Similarly, CSEA officers expressed their appreciation for LCAP updates. During the June CSEA negotiation meeting, survey results were shared and all agreed that they illustrated the positive impact the OCDE LCAP is having on student achievement and success.

Involvement Process	Impact on LCAP
Public Comment Meeting **(Needs to be updated based on June 8, 2016 meeting)** At the Orange County Board of Education meeting held on June 8, 2016, parents, students, and county representatives provided input regarding the OCDE LCAP. Interpretation services were offered to allow for greater participation	***Public Comment Meeting*** **(Needs to be updated based on June 8, 2016 meeting)**
Annual Update The process for updating the 2015-2016 LCAP provided many opportunities for staff from a large county office of education to come together to examine and discuss a variety of issues covering many facets of education. We engaged parents, students, staff, partner agencies, and community partners in discussions regarding the Annual Update for the 2015-2016 school year, as well as for input moving forward into future years. Periodically throughout the school year, ACCESS and Special Schools collected data on progress made for the expected outcomes as delineated in the 2015-2016 LCAP. This data was shared with both the ACCESS and Special Schools Leadership Teams and was used as status updates for the current LCAP. Through our efforts to collect more targeted information from stakeholders, we improved the actions and services within the LCAP to better support our academic programs. The work of capturing the voices of parents, students, staff, and stakeholders continued to be a priority, and consequently, participation in the LCAP process has increased.	***Annual Update*** Through our experiences in collecting feedback from stakeholders, we saw the need to refine our surveys in order to address more specific areas related to concerns and comments expressed on previous surveys. To that end, the LCAP surveys for stakeholders were revised this year to include questions related to school climate and offer an opportunity for respondents to clarify their answers through comments when they disagreed with any statement. As a result of last year's process for obtaining feedback from stakeholders, the method used to collect survey results was more targeted this year. Family Community Liaisons worked directly with families to share the surveys and to encourage participation in the LCAP process. This led to a ___% increase in the number of parent surveys completed and returned, thus expanding the voice of parents in the education of their child. In addition, support staff assisted in the distribution of student surveys in an effort to obtain more input on the school program and ideas for improvement. By incorporating additional staff in the distribution of surveys, we were able to better coordinate the involvement of students in the LCAP process than in previous years. We have gathered valuable information from the LCAP meetings and surveys given to parents, students, and staff, and we are committed to the LCAP improvement process, which ensures stakeholders are provided a forum for input and engagement. Through these efforts, there is greater involvement in the educational process, leading to increased student achievement and college and career readiness.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	**Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:** **A.1.** Increase bandwidth connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	A review of OCDE school sites, conducted by the Information Technology team, indicates a need for improved connectivity and infrastructure in order to support the use of current and future technology for teaching and learning to promote 21st Century skills.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase capacity of any circuit requiring additional bandwidth up to 1GB. Complete wireless upgrade in the classrooms. Continue deployment of server and software for VDI roll out to maintain up-to-date and high quality facilities. **"Budgeted Expenditures" in Section 2 are LCFF-based Funds unless otherwise indicated.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate requirement for additional Virtual Desktop Infastructure (VDI) hardware and Virtual Machine (VM) Ware licenses for virtual desktops in ACCESS classrooms and administrative units. Modify as needed.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $35,000
Continue to support technology devices and network infrastructure to meet device-to-student ratio listed in the Expected Annual Measurable Outcomes listed under Goal A.2. Continue to review and assess connectivity at OCDE school sites and evaluate offsite student access. Update and add equipment as needed.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $50,000
Maintain the ongoing cost for site connectivity and evaluate offsite student internet access.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $325 x 12 months x number of AU sites
Evaluate the need to increase the number of laptops and Chromebooks for students and purchase accordingly to support the device-to-student ratio.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $15,000

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Increase capacity of any circuit requiring additional bandwidth up to 1 GB. Complete wireless upgrade in the classrooms. Continue deployment of server and software for VDI roll out to maintain up-to-date and high-quality facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess to determine the sufficiency of the student-to-computer ratio and make any necessary purchases to remedy insufficiencies related to outdated equipment. Evaluate the effectiveness of the current hardware and software at school sites.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) Not to exceed $20,000
Evaluate bandwidth capability at all sites to ensure effective connectivity and access to the internet.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Incorporate more opportunities for students to have access to computer devices and utilize technology in their academic program in order to provide 21st Century skills.	ACCESS- and D/HH-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Reevaluate that our technological infrastructure is current and upgraded as required to remain aligned with changes in technology.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $50,000 (Estimated costs based on future changes in technology, as well as progress made to date)

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Increase capacity of any circuit requiring additional bandwidth up to 1 GB. Complete wireless upgrade in the classrooms. Continue deployment of server and software for VDI roll out to maintain up-to-date and high-quality facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to assess and determine the sufficiency of the student-to-computer ratio and make any necessary purchases to remedy insufficiencies related to outdated equipment. Evaluate the effectiveness of the current hardware and software at school sites.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	(4000-4999 Series) $20,000
Continue to evaluate bandwidth capability at all sites to ensure effective connectivity and access to the internet.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue to incorporate opportunities for students to have access to computer devices and utilize technology in their academic program in order to provide 21st Century skills.	ACCESS- and D/HH-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

GOAL:	**Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:** **A.2.** Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments. Expand student usage of available educational software programs.	Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	In order to accommodate the enhanced use of technology for teaching and learning to promote 21st Century skills, additional devices, educational software programs, and staff are needed as determined by current device-to-student ratios, as well as student and staff surveys.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the ratio of usable computers/devices available for students to 1:1.7 for ACCESS Community Schools, 1:1 for ACCESS Juvenile Court Schools, and 1:3 for CHEP/ PCHS. Students using technology to complete assignments will reflect a 10% decrease in the responses to "Seldom" or "Never," and a 10% increase in the response to "Daily Use" of technology in student assignments as reported by students and teachers on annual surveys. The survey data in 2015-16 is as follows: Student Surveys • "Seldom" or "Never" – 33% (a decrease of 10%) • "Daily Use" – 25% (no change) Teacher Surveys • "Seldom" or "Never" – 19% (a decrease of 14%) • "Daily Use" – 39% (an increase of 1%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase computers and devices to satisfy goals to achieve specific student-to-computer ratios identified for Juvenile Institutions, Community Schools, and CHEP/PCHS. Estimated number of devices: 232. Special Schools will purchase additional mobile devices and computers to increase access to technology for students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $172,090
Increase by 5% the number of students utilizing GradPoint Online Courses and the number of courses completed from the baseline data from 2015-16.	ACCESS- and D/HH-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $211,050

Provide ongoing training for staff on the use of GradPoint.	ACCESS- and D/HH-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $21,600 (training cost)
Expand technology access for students by providing an increased number of devices and hot spots for student check-out to ensure internet connectivity for online curricular resources.	ACCESS-wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $50,000 Supplemental and Concentration Grants
Provide Edivate for 150 administrators and teachers as professional development focused on instructional and curricular resources. By June 2017, assess the effectiveness and usage of this online professional development tool to determine continued purchase.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $28,900
By March 2017, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $6,475
Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) $75,000
Designate three model classrooms throughout ACCESS that effectively utilize technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $3,429 (Substitute Teachers)

Continue Unique Learning System (ULS) and News 2 You and explore additional supplemental software programs and curricular and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character (the 5 C's) into student activities and assignments. Student Annual Needs Determination Inventory (SANDI), a web-based student assessment and progress monitoring tool, will be implemented beginning September 2016.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_Students with Significant Disabilities_	(4000-4999 Series) Not to Exceed $45,000 (Instructional Materials Fund)
Purchase additional licenses to expand student usage of current educational software programs and identify additional online instructional resources for incorporating the 5 C's into student activities and assignments.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) Cost of WorldBook, Defined STEM, and Rosetta Stone = $26,289; Discovery Learning = $50,000
Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement SES Technology Plan.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_Students with Significant Disabilities_	No Cost
Collaborate with OCDE Information Technology Division to provide adequate access to internet and Wi-Fi at all OCDE school sites.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500
Continue to conduct workshops on GradPoint online curriculum for certificated staff to target Redesignated-Fluent English Proficient (R-FEP) students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in ACCESS will be provided to teachers on a semi-annual basis.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 Supplemental and Concentration Grants

LCAP Year 2: 2017-2018	
Expected Annual Measurable Outcomes:	Evaluation of the capacity to increase device-to-student ratios based on infrastructure, computer usability, and student and staff levels with the understanding that the ratios will not decrease from 2016-17. Students using technology to complete assignments will reflect a 10% decrease in the responses to “Seldom” or “Never,” and a 10% increase in the response to “Daily Use” of technology in student assignments as reported by students and teachers on annual surveys.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate the overall effectiveness of GradPoint as measured by student usage, increase in student achievement, and feedback from students and teachers regarding effectiveness of this program. If determined to be effective, continue to provide training for staff to utilize GradPoint.	ACCESS- and D/HH-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $211,050 / $21,600 (training cost) - GradPoint
Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) $78,750
Continue to provide release time for ACCESS teachers to observe the model classrooms that effectively utilize technology in student learning in order to integrate these practices and resources into their instruction.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $3,429 (Substitute Teachers)
By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students’ access to technology at home.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $6,475
Explore the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue ULS and News 2 You and explore additional supplemental software programs and curricular and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character (the 5 C's) into student activities and assignments. Continue the use of SANDI for student monitoring, as well as implement the component of Formative Assessment Standards Tasks (FAST).	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Students with Significant Disabilities_	(4000-4999 Series) Not to Exceed $45,000 (Instructional materials fund)
Purchase additional licenses to expand student usage of current educational software programs and identify additional online instructional resources for incorporating the 5 C's into student activities and assignments.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) Cost of WorldBook, Defined STEM, and Rosetta Stone = $26,289; Discovery Learning = $50,000
Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement SES Technology Plan.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Students with Significant Disabilities_	No Cost
Collaborate with OCDE Information Technology Division to provide adequate access to internet and Wi-Fi at all OCDE school sites.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to conduct workshops on GradPoint online curriculum for certificated staff to target R-FEP students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in ACCESS will be provided to teachers on a semi-annual basis.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 Supplemental and Concentration Grants

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Evaluation of the capacity to increase device-to-student ratios based on infrastructure, computer usability, and student and staff levels with the understanding that the ratios will not decrease from 2016-17. Students using technology to complete assignments will reflect a 10% decrease in the responses to “Seldom” or “Never,” and a 10% increase in the response to “Daily Use” of technology in student assignments as reported by students and teachers on annual surveys.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to evaluate the effectiveness of GradPoint as measured by student usage, increase in student achievement, and feedback from students and teachers regarding effectiveness of this program. If determined to be effective, continue to provide training for staff to utilize GradPoint.	ACCESS- and D/HH-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $211,050 / $21,600 (training cost) - GradPoint
Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources. Determine if an additional Educational Tech User Support Assistant is needed to provide the requested classroom support and training.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) $81,000
Continue to provide release time for ACCESS teachers to observe the model classrooms that effectively utilize technology in student learning in order to integrate these practices and resources into their instruction.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $3,429 (Substitute Teachers)
By March 2019, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students’ access to technology at home.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $6,475
Continue exploring the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue ULS and News 2 You and explore additional supplemental software programs and curricular and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character (the 5 C's) into student activities and assignments. Continue the use of SANDI/FAST for student monitoring.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Students with Significant Disabilities	(4000-4999 Series) Not to Exceed $45,000 (Instructional materials fund)
Continue funding for additional licenses to expand student usage of current educational software programs and identify additional online instructional resources for incorporating the 5 C's into student activities and assignments.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) Cost of WorldBook, Defined STEM, and Rosetta Stone = $26,289; Discovery Learning and = $50,000
Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement SES Technology Plan.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with Significant Disabilities	No Cost
Continue collaboration with OCDE Information Technology Division to provide adequate access to internet and Wi-Fi at all OCDE school sites.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue conducting workshops on GradPoint online curriculum for certificated staff to target R-FEP students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in ACCESS will be provided to teachers on a semi-annual basis.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 Supplemental and Concentration Grants

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.a.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Recognizing the research that indicates parent engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders is needed.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Student dropout rates will decrease to 6.8%. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to offer parenting classes, workshops, and trainings to encourage parent participation in the educational process.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000
Maintain funding for refreshments and interpretation/translation services to encourage parent participation.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,000
Utilize the School Messenger System for communicating essential information to parents, and provide additional training for administrators to improve the use and understanding of all the features of School Messenger.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $10,280
Include on the Parent Resource web page, opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents to have a greater role in the school community.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Student dropout rates will decrease to 6.7%. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Through the utilization of the Annual Parent Survey, conduct an assessment of the overall effectiveness of parent information events and trainings in order to increase parent participation and engagement. Continue the parent events and trainings that have been reported to be the most beneficial.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue the funding for refreshments and interpretation/translation services to encourage parent participation.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000
Continue utilizing the School Messenger System for communicating essential information to parents, and provide training to administrators as needed.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $10,280
Continue to offer parenting classes, workshops, and trainings to encourage parent participation in the educational process.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000
Update the Parent Resource web page with new opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents to have a greater role in the school community.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Student dropout rates will decrease to 6.6%. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct parent events and trainings that were reported to be the most beneficial in the analysis in 2017-18.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue the funding for refreshments and interpretation/translation services to encourage parent participation.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000
Continue utilizing the School Messenger System for communicating essential information to parents, and provide training to administrators as needed.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $10,280
Continue to offer parenting classes, workshops, and trainings to encourage parent participation in the educational process.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000
Continue to update the Parent Resource web page with new opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents to have a greater role in the school community.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.b.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Recognizing that research indicates parent engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders is needed.
Goal Applies to:	Schools: All ACCESS Community Schools Applicable Pupil Subgroups: All ACCESS Community School Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the annual average daily attendance (ADA) rate to a minimum of 75% in ACCESS Community Schools. (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Each AU will conduct at least one parent information event in the fall and spring, including the cost of refreshments for parents and families.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000
Implement and train on the use of Aeries.Net ACCESS to provide parents with access to their child's transcript and credit information and attendance. Explore other features of Aeries.Net for teachers and administrators to use, such as Analytics and online registration.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $4,000
Maintain funding for a Program Data Technician to support the data measures pertaining to the maintenance of student records and student outcomes.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) $81,377

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Increase the annual ADA rate to a minimum of 76% in ACCESS Community Schools. (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts.)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct at least one parent information event in the fall and spring, including the cost of refreshments for parents and families. Evaluate the effective components of these events.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000
Continue to utilize Aeries.Net ACCESS to provide parents with access to their child's transcript and credit information and attendance. Evaluate the effectiveness of other features of Aeries.Net for teachers and administrators to use, such as Analytics and online registration.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $4,000
Continue to maintain funding for a Program Data Technician to support the data measures pertaining to the maintenance of student records and student outcomes.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) $85,446

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Increase the annual ADA rate to a minimum of 77% in ACCESS Community Schools. (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts.)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct at least one parent information event in the fall and spring, including the cost of refreshments for parents and families. Implement the effective components of these events, as determined by the previous year.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

Continue to utilize Aeries.Net ACCESS to provide parents with access to their child's transcript and credit information and attendance. Implement effective features of Aeries.Net for teachers and administrators to use that were identified in 2017-18.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $4,000
Increase parent ability to participate in school events and information nights through the exploration of the use of Skype, FaceTime, and WebEx.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to maintain funding for a Program Data Technician to support the data measures pertaining to the maintenance of student records and student outcomes.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) $85,446

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.c.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Recognizing that research indicates parent engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders is needed.	
Goal Applies to:	Schools:	All Special Schools
	Applicable Pupil Subgroups:	All Special Schools Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	From the baseline of 90% as measured by parent surveys, increase parent satisfaction with the Special Schools program to 92% through individual conferences and information nights, email and text messages, parent committees, School Consultation Team (SCT) meetings, IEPs, and parent orientations and trainings.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Initiate parent contact 60 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost

Continue to provide opportunities for annual staff in-service training for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP Process.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost (Included in staff salaries)
Continue to provide parents and staff with ongoing notification of school and community events that relate to improved parent involvement and student achievement.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	As measured by parent surveys, increase parent satisfaction with the Special Schools program to 94% through individual conferences and information nights, email and text messages, parent committees, SCT meetings, IEPs, and parent orientations and trainings.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to initiate parent contact 60 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost
Continue to provide opportunities for annual staff in-service training for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP Process.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost (Included in staff salaries)
Continue to provide parents and staff with ongoing notification of school, community events that relate to improved parent involvement and student achievement.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	As measured by parent surveys, increase parent satisfaction with the Special Schools program to 96% through individual conferences and information nights, email and text messages, parent committees, SCT meetings, IEPs, and parent orientations and trainings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to initiate parent contact 60 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost
Continue to provide opportunities for annual staff in-service training for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP Process.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost (Included in staff salaries)
Continue to provide parents and staff with ongoing notification of school, community events that relate to improved parent involvement and student achievement.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.a.** Identify, develop, and/or renew partnerships as well as increase stakeholder and agency linkages with those listed above in the *Involvement Process*, to increase services and resources to students, focusing on health, counseling, and life skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9X 10X Local : Specify _____

Identified Need :	Additional grant funding and community partnerships results in greater opportunities and services to meet the health, counseling, and life readiness needs of students.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the number of grants awarded and service contracts initiated by 10% from 2015-2016 as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The OCDE grant-writers will apply for applicable grants based on programmatic needs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to fund a Coordinator to assist in researching and applying for grants to expand student services.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $157,826
Continue to fund a Program Support Assistant to assist the Coordinator in researching and applying for grants to expand student services.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $74,000
Increase partnerships with community stakeholders with an emphasis on collaborating with the community colleges through campus tours, including transportation costs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000 (Transportation costs)

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Increase the number of grants awarded and service contracts initiated by 10% from the prior year as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The OCDE grant-writers will continue to apply for applicable grants based on programmatic needs. These needs include nutrition, substance abuse, mental health, internships, and job shadowing.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to fund a Coordinator to assist in researching and applying for grants to expand student services.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $165,717
Continue to fund a Program Support Assistant to assist the Coordinator in researching and applying for grants to expand student services.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $79,000
Continue to increase partnerships with community stakeholders with an emphasis on collaborating with the community colleges through campus tours, including transportation costs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Increase the number of grants awarded and service contracts initiated by 10% from the prior year as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The OCDE grant-writers will continue to apply for applicable grants based on programmatic needs. These needs include nutrition, substance abuse, mental health, internships, and job shadowing.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue to fund a Coordinator to assist in researching and applying for grants to expand student services.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $165,717
Continue to fund a Program Support Assistant to assist the Coordinator in researching and applying for grants to expand student services.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $79,000
Continue to increase partnerships with community stakeholders with an emphasis on collaborating with the community colleges through campus tours, including transportation costs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.b.** Identify, develop, and/or renew partnerships as well as increase stakeholder and agency linkages with those listed above in the *Involvement Process*, to increase services and resources to students, focusing on health, counseling, and life skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9X 10X Local : Specify _____
Identified Need :	Additional funding, resources, and community partnerships are needed to support students in the areas of basic life needs, character development, and co-curricular activities.	
Goal Applies to:	Schools: All ACCESS Schools Applicable Pupil Subgroups: All ACCESS Pupils	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	A minimum of 5% of the total ACCESS student population will participate in a co-curricular opportunity during the school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a co-curricular activities fund for ACCESS programs, including transportation (college campus tours are included in Goal B.2.a).	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $20,000

Maintain funding for Summer at the Center to provide students with the opportunity to explore the theater arts. This funding includes transportation, supplies, food, and staff salaries.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) (5000-5999 Series) $40,000
To further develop Career Pathways and Link Learning opportunities for students, hire a Program Specialist to coordinate Career Technical Education (CTE).	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000
Continue funding the contract for the short-term CTE staff member to support the Career Pathways Grant and to assist the Program Specialist in developing CTE courses for ACCESS.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $10,725 LCAP; $16,687 CTE; $16,687 C&L
Continue to provide Pure Game, a physical education/character development program, at seven ACCESS school sites.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $24,000
Work with community partners to host three Career Success Week events throughout ACCESS which provide students with job readiness skills and personal finance management.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000
Continue to expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies. Provide ACCESS homeless families with essential personal items when needed.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Homeless____	(5000-5999 Series) $5,000

Provide referrals to community-based agencies and update community resources on the Parent Resource web page. OCDE staff shall attend community collaborative and resource fairs to share resources.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 (Cost of trainings)

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	A minimum of 7% of the total ACCESS student population will participate in a co-curricular opportunity during the school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a co-curricular activities fund for ACCESS programs, including transportation (college campus tours are included in Goal B.2.a).	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $20,000
Maintain funding for Summer at the Center to provide students with the opportunity to explore the theater arts. This funding includes transportation, supplies, food, and staff salaries.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) (5000-5999 Series) $40,000
Hire a Program Specialist to coordinate Career Technical Education to further develop Career Pathways and Link Learning opportunities for students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000

Continue funding the contract for the short-term CTE staff member to support the Career Pathways Grant and to assist the Program Specialist in developing CTE courses for ACCESS.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $10,725 LCAP; $16,687 CTE; $16,687 C&L
Continue to provide Pure Game, a physical education/character development program, at seven ACCESS school sites.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $24,000
Work with community partners to host three Career Success Week events throughout ACCESS which provide students with job readiness skills and personal finance management.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000
Continue to expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies to assist students with participating in co-curricular activities	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Provide referrals to community-based agencies and update community resources on the Parent Resource web page. OCDE staff shall attend community collaborative and resource fairs to share resources.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 (Cost of trainings)

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	A minimum of 10% of the total ACCESS student population will participate in a co-curricular opportunity during the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue maintaining a co-curricular activities fund for ACCESS programs, including transportation (college campus tours are included in Goal B.2.a).	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $20,000
Continue funding for Summer at the Center to provide students with the opportunity to explore the theater arts. This funding includes transportation, supplies, food, and staff salaries.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) (5000-5999 Series) $40,000
Continue funding for a Program Specialist to coordinate Career Technical Education to further develop Career Pathways and Link Learning opportunities for students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000
Continue to provide Pure Game, a physical education/character development program, at seven ACCESS school sites.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $24,000
Continue working with community partners to host three Career Success Week events throughout ACCESS which provide students with job readiness skills and personal finance management.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000
Continue to expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies to assist students with participating in co-curricular activities.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue to provide parents with referrals to community-based agencies and update community resources on the Parent Resource web page. OCDE staff shall attend community collaborative and resource fairs to share resources.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 (Cost of trainings)

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.c.** Identify, develop, and/or renew partnerships as well as increase stakeholder and agency linkages with those listed above in the *Involvement Process*, to increase services and resources to students, focusing on health, counseling, and life skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9__ 10X Local : Specify _____

Identified Need :	Additional grant funding and community partnerships results in greater opportunities and services to meet the health, counseling, and life readiness needs of students.	
Goal Applies to:	Schools:	All Special Schools Schools
	Applicable Pupil Subgroups:	All Special Schools Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase by 2%, from the baseline of 81% established in 2015-16, the number of students with the most significant disabilities who are offered post-school services, specialized health care services, and personal assistance needed to access the community, post-secondary education, and employment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to update and provide on the OCDE website the OCDE Transition Resource Directory to identify and expand services for students with severe disabilities. Distribute Directory to parents, partners, and Special School sites.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost
Explore adult day program options for students with the most significant disabilities following program completion.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost

Create a resource list of community college options in Orange County for students with intellectual disabilities.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost
Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 (Cost of trainings)

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase by 2% from the previous year the number of students with the most significant disabilities who are offered post-school services, specialized health care services, and personal assistance needed to access the community, post-secondary education, and employment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to update and provide on the OCDE website the OCDE Transition Resource Directory to identify and expand services for students with severe disabilities. Distribute Directory to parents, partners, and Special School sites.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Students with Significant Disabilities _	No Cost
Continue to explore adult day program options for students with the most significant disabilities following program completion.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities _	No Cost
Continue to update resource list of community college options in Orange County for students with intellectual disabilities.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities _	No Cost

Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 (Cost of trainings)

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase by 2% from the previous year the number of students with the most significant disabilities who are offered post-school services, specialized health care services, and personal assistance needed to access the community, post-secondary education, and employment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to update and provide on the OCDE website the OCDE Transition Resource Directory to identify and expand services for students with severe disabilities. Continue to distribute Directory to parents, partners, and Special School sites.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities__	No Cost
Continue to explore adult day program options for students with the most significant disabilities following program completion.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with Significant Disabilities_	No Cost
Continue to update resource list of community college options in Orange County for students with intellectual disabilities.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Students with Significant Disabilities_	No Cost
Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $2,500 (Cost of trainings)

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by maintaining facilities and school sites in good repair through the following:** **B.2.d.** Utilize existing monthly site safety reports, Facility Inspection Tool (FIT), and School Accountability Report Card (SARC) data to identify areas of deficiency and to ensure a safe environment conducive to learning.	Related State and/or Local Priorities: 1X 2__ 3X 4__ 5__ 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Providing a safe environment for students and staff creates a positive school climate and a welcoming environment to parents and stakeholders.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	All school sites are in good repair and in working order, and the Deferred Maintenance Schedule of school site upgrades are maintained accordingly as measured on the FIT and through the SARC.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete facility repairs within two weeks of a work order being submitted.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999) (3000-3999) (4000-4999) $10,000
Survey staff, parents, and students to determine satisfaction regarding the maintenance of school site facilities.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999) $1,000
Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	All school sites are in good repair and in working order, and the Deferred Maintenance Schedule of school site upgrades are maintained accordingly as measured on the FIT and through the SARC.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to complete facility repairs within two weeks of a work order being submitted.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999) (3000-3999) (4000-4999) $10,000
Continue to survey staff, parents, and students to determine satisfaction regarding the maintenance of school site facilities.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in all surveys mentioned above)
Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents of upcoming site improvements.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	All school sites are in good repair and in working order, and the Deferred Maintenance Schedule of school site upgrades are maintained accordingly as measured on the FIT and through the SARC.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to complete facility repairs within two weeks of a work order being submitted.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999) (3000-3999) (4000-4999) $10,000
Continue to survey staff, parents, and students to determine satisfaction regarding the maintenance of school site facilities.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in all surveys mentioned above)
Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents of upcoming site improvements.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.3.** Collaborate and coordinate countywide Expulsion Plan with all districts to serve expelled youth.	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7__ 8__ COE only: 9X 10__ Local : Specify _____

Identified Need :	Continued and ongoing collaboration with districts in order to effectively serve expelled youth.	
Goal Applies to:	Schools:	All Orange County Schools, including OCDE-LEA Schools
	Applicable Pupil Subgroups:	Expelled Youth

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Compile student data regarding the identified gaps and the effectiveness of the interventions. Begin collaborating at the Child Welfare and Attendance (CWA) Directors' meetings for revising and updating the countywide tri-annual Expulsion Plan for the new three-year cycle.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to collaborate regarding the Expulsion Plan for effectiveness with all CWA Directors. Begin discussions with CWA Directors for input regarding updates and revisions of the Plan for continuous improvement.	Orange County-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Expelled Youth_____	No Cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Submit the revised and updated countywide tri-annual Expulsion Plan to the OCBE for approval by June 2018.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an updated countywide Expulsion Plan based on feedback and input from CWA Directors and obtain Orange County Board of Education approval of the updated Plan by June 30, 2018.	Orange County-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Expelled Youth_____	No Cost

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Collaborate regarding the effectiveness of identified strategies that address the gaps in services for meeting the needs of expelled youth. This collaboration and discussion will take place at the scheduled CWA meetings during the 2018-19 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engage CWA Directors regarding strategies and progress in addressing the gaps identified in the Expulsion Plan submitted June 30, 2018.	Orange County-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Expelled Youth _____	

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.4.a.** Develop and implement a Foster Youth Services Plan (FYSP), which is a document that includes contact information, academic information, and specific school information regarding the transitional needs for foster youth.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6__ 7__ 8__ COE only: 9__ 10X Local : Specify _____
Identified Need :	Increased coordination and communication of services with Orange County Social Services Agency and Lyon School staff to effectively serve foster youth as determined by collaboration with Social Services Agency and Foster Youth Services.	
Goal Applies to:	Schools: Lyon School Applicable Pupil Subgroups: Foster Youth	

LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	FYSPs will be completed for 85% of students enrolled at Lyon School by the end of the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement and document how many FYSPs were completed for foster youth enrolled at Lyon School.	Lyon School-wide	__ALL OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Maintain funding for a Foster Youth Educational Liaison.	Lyon School-wide	__ALL OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $118,682 Supplemental and Concentration Grants

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	FYSPs will be completed for 85% of students enrolled at Lyon School by the end of the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the 85% completion rate of FYSPs at Lyon School.	Lyon School-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to maintain funding for Foster Youth Educational Liaison.	Lyon School-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $124,616 Supplemental and Concentration Grants

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	FYSPs will be completed for 85% of students enrolled at Lyon School by the end of the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the 85% completion rate of FYSPs at Lyon School.	Lyon School-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to maintain funding for Foster Youth Educational Liaison.	Lyon School-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $124,616 Supplemental and Concentration Grants

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.4.b.** Develop and implement a Foster Youth Services Plan (FYSP), which is a document that includes contact information, academic information, and specific school information regarding the transitional needs for foster youth.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6__ 7__ 8__ COE only: 9__ 10X Local : Specify _____

Identified Need :	Increased coordination and communication of services with Orange County Social Services Agency and ACCESS staff to effectively serve foster youth as determined by collaboration with Social Services Agency and Foster Youth Services.	
Goal Applies to:	Schools:	ACCESS Schools
	Applicable Pupil Subgroups:	Foster Youth

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Development of an integrated database for ACCESS foster youth.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Input ACCESS foster youth information into an integrated database to monitor and track academic progress.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Maintain an integrated database for ACCESS foster youth.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Input ACCESS foster youth information into an integrated database to monitor and track academic progress.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Maintain an integrated database for ACCESS foster youth.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Input ACCESS foster youth information into an integrated database to monitor and track academic progress.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

GOAL:	**Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.5.** Systematize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6X 7__ 8X COE only: 9__ 10X Local : Specify _____
Identified Need :	Based on input from district Foster Youth Liaisons, there is a need for increased coordination and communication of services with community partners to effectively serve foster youth by increasing school stability and maintaining accurate school data.	
Goal Applies to:	Schools: All Orange County Districts, including OCDE-LEA Schools Applicable Pupil Subgroups: Foster Youth	

LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	California Department of Education is in the process of developing the data elements that will be included in measuring foster youth academic outcomes. These outcomes will be utilized to determine the elements that will be measured for foster youth academic performance.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop baseline measures for foster youth school stability.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Complete one Educational Progress Report (EPR) for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (850 unduplicated EPRs.)	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to respond to Juvenile Court requests in a timely manner. Evaluate the need to fund the partial salary for the Manager of Foster Youth Services.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Hire a Coordinator to serve as a Foster Youth District Liaison for ACCESS foster youth students.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000
Maintain an integrated database for foster youth in Orange County to track academic progress.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Provide one "Train the Trainer" for the Trauma Informed Educator video series for school districts to develop trauma informed practices.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000 Supplemental and Concentration Grants
Coordinate and work with ACCESS staff to develop an education plan for ACCESS foster youth that ensures school stability, proper course of study, and appropriate transition plans as needed.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Continue to increase academic measures for foster youth county-wide. Evaluate previous test scores and graduation rates to determine appropriate goals.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the percentage of foster youth remaining in one school placement including feeder schools by 5% above baseline.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Complete one EPR for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (850 unduplicated EPRs).	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to respond to Juvenile Court requests in a timely manner.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue funding for Coordinator to serve as a Foster Youth District Liaison for ACCESS foster youth students.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000
Continue to maintain the integrated database for foster youth in Orange County to track academic progress.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue to coordinate and work with ACCESS staff to develop an education plan for ACCESS foster youth that ensures school stability, proper course of study, and appropriate transition plans as needed.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Continue to increase academic measures for foster youth county-wide. Evaluate previous test scores and graduation rates to determine appropriate goals.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the percentage of foster youth remaining in one school placement including feeder schools by 5% from previous year.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Complete one EPR for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (850 unduplicated EPRs).	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to respond to Juvenile Court requests in a timely manner.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue funding for Coordinator to serve as a Foster Youth District Liaison for ACCESS foster youth students.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000

Continue to maintain the integrated database for foster youth in Orange County to track academic progress.	All Orange County School Districts, including LEA Schools	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to coordinate and work with ACCESS staff to develop an education plan for ACCESS foster youth that ensures school stability, proper course of study, and appropriate transition plans as needed.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.a.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.	Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Staff training, curriculum development, current and standards-aligned instructional materials, and additional support services are needed to allow students to become college, career, and life-ready.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Improve participation rate on California Assessment of Student Performance and Progress (CAASPP) Assessments by 1% from previous year; 63.5% of EL students will advance at least one level on the California English Language Development Test (CELDT); Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2016; Students will have appropriately assigned teachers in the core subjects; Using data from the Equitable Distribution Monitoring System (EDMS), the overall Highly Qualified Teacher (HQT) status of teachers will improve by 1% from the previous year. (Advanced Placement (AP) and Early Assessment Program (EAP) pass rates are not applicable due to very few or no students taking these assessments.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $6,600 (Substitute Teachers)

Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue offering tutoring for identified students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $125,000 Title I Funds; $150,000 LCFF funds
Continue current English Language Development Assistants (ELDA) model in AUs 101 and 110. Clarify the ELDA role serving administrative units 103, 104, and 114 to primarily support language acquisition of ELs with Levels 1 and 2 in a tutor-like service model.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $186,564 Supplemental and Concentration Grants (for total of 15 ELDAs)
Continue to write designated ELD curriculum for Long-Term ELs every two months. Two Program Specialists for EL Services will provide classroom-based teacher support to all AUs in the areas of designated and integrated ELD.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Teachers continue to support one another in lesson planning, observations, and structured collaborative conversations. In 2016-2017, Constructing Meaning (CM) lesson planning tools, strategies, and continuous improvement model are embedded across all content areas and throughout all AUs (full implementation).	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue annual staff development training for certificated and classified staff in strategies for special education/EL students.	Special Schools-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Students with Special Needs_	(4000-4999 Series) $2,500 for materials

Continue to purchase the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Train certificated and classified staff on the use of this data management system to identify ELs and R-FEP students.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $13,000 (Includes training)
Purchase Social Science curriculum and train staff to implement the curriculum materials for Social Science for usage across ACCESS.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $500,000
Begin selecting Science materials to pilot throughout the school year among the Science curriculum members and teacher volunteers.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $50,000
Administrators continue to assess teachers implementing California State Standards strategies that utilize technology, and share best practices based on an examination of data from the observation tool.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018	
Expected Annual Measurable Outcomes:	Improve participation rate on CAASPP Assessments by 1% from previous year; 64.5% of EL students will advance at least one level on the CELDT; Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2016; Students will have appropriately assigned teachers in the core subjects; Using data from the EDMS, the overall HQT status of teachers will improve by 1% from the previous year. (AP and EAP pass rates are not applicable due to very few or no students taking these assessments.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $6,600 (Substitute Teachers)
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue offering tutoring for identified students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $125,000 Title I Funds; $150,000 LCFF funds
Continue current ELDA models in AUs 101, 103, 104,110, and 114 to support language acquisition of ELs with Levels 1 and 2.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $312,708 (additional funds if deemed necessary) Supplemental and Concentration Grants

Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide training on the curriculum every two months (in person and via YouTube videos overviews).	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)
Teachers continue to support one another in lesson planning, observations, and structured collaborative conversations.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Monitor the fidelity of program implementation of newly adopted curriculum through administrators use of classroom observation tools.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to purchase the software license for EADMS, a program to track EL academic data. Train additional certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $13,000

Continue training as needed of curriculum materials for Social Science to ensure effective implementation and usage of resources and materials across ACCESS.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $10,000
Expand the selected piloted Science materials to additional teachers to reach a consensus on a recommendation of materials for purchase and implement in the next school year.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $50,000
Using the observation tool, administrators will continue to assess teachers implementing California State Standards strategies and the instructional use of technology in their lessons, and continue to share best practices based on data collected from the observation tools.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Improve participation rate on CAASPP Assessments by 1% from previous year; 65% of EL students will advance at least one level on the CELDT; Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2016; Students will have appropriately assigned teachers in the core subjects; Using data from the EDMS, the overall HQT status of teachers will improve by 1% from the previous year. (AP and EAP pass rates are not applicable due to very few or no students taking these assessments.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $6,600 (Substitute Teachers)
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue offering tutoring for identified students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $125,000 Title I Funds; $150,000 LCFF funds
Continue current ELDA models in AUs 101, 103, 104,110, and 114 to support language acquisition of ELs with Levels 1 and 2.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $312,708 (additional funds if deemed necessary) Supplemental and Concentration Grants
Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide training on the curriculum every two months (in person and via YouTube videos overviews).	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)
Teachers continue to support one another in lesson planning, observations, and structured collaborative conversations.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Monitor the fidelity of program implementation of newly adopted curriculum through administrators use of classroom observation tools.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to purchase the software license for EADMS, a program to track EL academic data. Train additional certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $13,000
Continue training of teachers who request additional support in the utilization of the curriculum materials for Social Science.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000
Purchase, train, and implement the selected Science materials to utilize across ACCESS.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $250,000
Using the observation tool, administrators will continue to assess teachers implementing California State Standards strategies and the instructional use of technology in their lessons, and continue to share best practices based on data collected from the observation tools.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.b.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5__ 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Staff training, curriculum development, and current and standards-aligned instructional materials are needed to allow students to become college, career, and life-ready.	
Goal Applies to:	Schools:	All D/HH Schools
	Applicable Pupil Subgroups:	All D/HH Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the number of college/career placements and student transitions to adult transition programs for D/HH students by 1% from the previous year's graduating class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administrators to conduct review of ULS instruction delivery by teachers and support staff.	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to provide annual professional development for certificated and classified staff on California State Standards implementation for students with the most significant disabilities.	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)
Continue to provide teachers, administrators, and ancillary staff professional development of implementation of California ELD standards for students with the most significant disabilities.	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Increase the number of college/career placements and student transitions to adult transition programs for D/HH students by 1% from the previous year's graduating class.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ongoing staff development, program support, and monitoring to ensure that 100% of teachers are effectively implementing California State Standards instruction with ULS (or updated online curriculum software).	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)
Continue to provide annual professional development for certificated and classified staff on California State Standards implementation for students with the most significant disabilities.	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)
Continue to provide teachers, administrators, and ancillary staff professional development of implementation of California ELD standards for students with the most significant disabilities.	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Increase the number of college/career placements and student transitions to adult transition programs for D/HH students by 1% from the previous year's graduating class.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide ongoing staff development, program support, and monitoring to ensure that 100% of teachers are effectively implementing California State Standards instruction with ULS (or updated online curriculum software).	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)

Continue to provide annual professional development for certificated and classified staff on California State Standards implementation for students with the most significant disabilities.	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)
Continue to provide teachers, administrators, and ancillary staff professional development of implementation of California ELD standards for students with the most significant disabilities.	D/HH School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost (included in staff salaries)

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.c.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Staff training, curriculum development, current and standards-aligned instructional materials, and project-based learning are needed to allow students to become college, career, and life-ready.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the number of student assignments incorporating Project-Based Learning (PBL), or hands-on learning applicable for Special Schools students, by an additional one assignment per semester.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue development, communication, and scheduled staff workshops, meetings, and events that focus on PBL for ACCESS and hands-on learning for Special Schools' populations.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue to provide examples on the ACCESS Resource website of PBL assignments that teachers can incorporate in the core content.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Expand teacher use of PBL assignments in the classroom with the goal of one PBL assignment per quarter.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $2,500 (Materials and supplies for PBL assignments)
Design and implement MakerSpace labs in AUs 108 and 114, and provide workshop ideas to teachers on the ACCESS Resources website.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $40,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	From the prior year, maintain the number of student assignments incorporating Project-Based Learning (PBL), or hands-on learning applicable for Special Schools students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on PBL in the curricular areas of Social Science, English Language Arts (ELA), and Math for ACCESS. Continue to create and share hands-on learning activities for Special Schools' teachers.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $5,000 (Substitute Teacher costs)
Continue to provide updated examples on the ACCESS Resource website of PBL assignments that teachers can incorporate in the core content areas.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Expand teacher use of PBL assignments in the classroom with the goal of two PBL assignments per quarter.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $2,500 (Materials and supplies for PBL assignments)
Evaluate effectiveness of MakerSpace labs in AUs 108 and 114 based on appropriate utilization and sustainable cost. Expand to one additional AU if deemed successful upon data collected.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $20,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	From the prior year, maintain the number of student assignments incorporating Project-Based Learning (PBL), or hands-on learning applicable for Special Schools students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on PBL in the curricular areas of Social Science, ELA, and Math for ACCESS. Continue to create and share hands-on learning activities for Special Schools' teachers.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $5,000 (Substitute Teacher costs)
Continue to provide updated examples on the ACCESS Resource website of PBL assignments that teachers can incorporate in the core content areas.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Expand teacher use of PBL assignments in the classroom with the goal of two PBL assignments per quarter.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $2,500 (Materials and supplies for PBL assignments)

Evaluate effectiveness of MakerSpace labs in AUs 108 and 114 based on appropriate utilization and sustainable cost. Expand to one additional AU if deemed successful upon data collected.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $20,000

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.d.** Provide professional development for certificated and classified staff to implement California State Standards and California English Language Development (ELD) Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Staff training, curriculum development, and instructional materials focused on improved student writing and language development are needed to allow students to become college, career, and life-ready.	
Goal Applies to:	Schools: All ACCESS Schools Applicable Pupil Subgroups: All ACCESS Pupils	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Improve student assessment results on CAASPP Assessments by 1% from the previous year; improve CELDT results to 63.5%, and graduation rate to 83.5% for ACCESS Community School students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000
Implement designated ELD using Monthly English Language Development (MELD) and other appropriate resources. Implement integrated ELD using *Constructing Meaning* lesson-planning principles, materials, strategies, and use of data to better support ELs.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $3,000 (printing costs); Supplemental and Concentration Grants

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Improve student assessment results on CAASPP Assessments by 1% from the previous year; improve CELDT results to 64.5%, and graduation rate to 84% for ACCESS Community School students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using *Constructing Meaning* lesson-planning principles, materials, strategies, and use of data to better support ELs.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $3,000 (printing costs); Supplemental and Concentration Grants

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Improve student assessment results on CAASPP Assessments by 1% from the previous year; improve CELDT results to 65%, and graduation rate to 84.5% for ACCESS Community School students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000
Continue to implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using *Constructing Meaning* lesson-planning principles, materials, strategies, and use of data to better support ELs.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $3,000 (printing costs); Supplemental and Concentration Grants

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.e.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Staff training, curriculum development, and instructional materials focused on improved student writing and language development for are needed to allow English Learners to become college, career, and life-ready.	
Goal Applies to:	Schools:	All ACCESS Schools
	Applicable Pupil Subgroups:	All ACCESS Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal above of 63.5% of EL students advancing at least one level on the CELDT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to revise ELD materials every two months based on staff input.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $10,000 Supplemental and Concentration Grants
Continue to provide bi-monthly staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $7,000 for materials; Supplemental and Concentration Grants

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal of 64.5% of EL students advancing at least one level on the CELDT.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to create and publish designated ELD instructional materials targeting Long-Term EL students for use by instructional staff, as well as revise ELD materials based upon staff input.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $10,000 Supplemental and Concentration Grants
Continue to provide bi-monthly staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $5,000 for materials; Supplemental and Concentration Grants

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal above of 65% of EL students advancing at least one level on the CELDT.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to create and publish designated ELD instructional materials targeting Long-Term EL students for use by instructional staff, as well as revise ELD materials based upon staff input.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $10,000 Supplemental and Concentration Grants
Continue to provide bi-monthly staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD.	ACCESS-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $5,000 for materials; Supplemental and Concentration Grants

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.f.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Specialized staff training and improved behavioral management techniques are needed to allow students to become independent and life-ready, as determined by administrator, staff, and parent input during meetings and on surveys.	
Goal Applies to:	Schools:	All Special Schools
	Applicable Pupil Subgroups:	All Special Schools Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	80% of IEP goals met for students with the most significant disabilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS, as well as train staff on the use of web-based SANDI.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) $6,600 (Substitute Teachers and Substitute Paraeducators)
Continue to provide in-service training in Pro-ACT for all new teachers and paraeducators and staff recommended for re-training by site administrators.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) $6,600 (Substitute Teachers and Substitute Paraeducators)
Establish a baseline in 2016-17 regarding the number of overall behavioral annual goals met in students' IEPs.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Students with the most significant disabilities who have Behavior Intervention Plans_	No Cost

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Maintain 80% of IEP goals met for students with the most significant disabilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS, as well as train staff on the use of web-based SANDI.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) $6,600 (Substitute Teachers and Substitute Paraeducators)
Continue to provide in-service training in Pro-ACT for all new teachers and paraeducators and staff recommended for re-training by site administrators.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) $6,600 (Substitute Teachers and Substitute Paraeducators)
Increase by 5% the number of overall behavioral annual goals met in students' IEPs.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Students with the most significant disabilities who have Behavior Intervention Plans	No Cost

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Maintain 80% of IEP goals met for students with the most significant disabilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS, as well as train staff on the use of web-based SANDI.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) $6,600 (Substitute Teachers and Substitute Paraeducators)

Continue to provide in-service training in Pro-ACT for all new teachers and paraeducators and staff recommended for re-training by site administrators.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) $6,600 (Substitute Teachers and Substitute Paraeducators)
Increase by 5% the number of overall behavioral annual goals met in students' IEPs.	Special Schools-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Students with the most significant disabilities who have Behavior Intervention Plans_	No Cost

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.2.** Retain highly qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction, provide student support services within Special Schools and alternative settings, as well as assist students with academic achievement.	Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students prepared to be college, career, and life-ready require highly qualified staff who provide engaging and effective support services.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $51,046,022 Certificated Instructional Salaries and Benefits

Continue to ensure high-quality academic and clinical support services for all students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $3,851,227 Certificated Pupil Support Salaries and Benefits
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $19,354,305 Classified Support Services Salaries and Benefits
Continue to offer a Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $53,936,815 Certificated Instructional Salaries and Benefits
Continue to ensure high-quality academic and clinical support services for all students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $4,067,240 Certificated Pupil Support Salaries and Benefits

Continue to provide classroom and individual instructional support to assist students to achieve academic success.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $20,341,547 Classified Support Services Salaries and Benefits
Continue to offer a Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $53,936,815 Certificated Instructional Salaries and Benefits
Continue to ensure high-quality academic and clinical support services for all students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $4,067,240 Certificated Pupil Support Salaries and Benefits
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $20,341,547 Classified Support Services Salaries and Benefits

Continue to offer a Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.3.** Expand instructional and behavioral interventions and support services to address the critical needs of students.	Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students prepared to be college, career, and life-ready require effective support services to address behavioral and instructional needs.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Achieve Community School attendance rate of 75% and lower overall dropout rate to 6.8%; Maintain a 70% achievement of independence rate as indicated within IEPs for students with severe disabilities; Establish a baseline of the number of behavioral goals met for students in Special Schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The position of Principal for Special Projects and Services continues to be on hold and will be evaluated at the end of the school year.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	($183,269 – On Hold)
Evaluate the effectiveness of our outreach and truancy response efforts through ongoing data collection. Maintain the funding of the one Truancy and Recovery Technician hired in 2015-16 to support AUs 103 and 104, and determine the need for additional staffing in other administrative units.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $125,733 (Cost is based on two, currently only one has been hired)
Continue Pro-ACT training for remaining staff and recertify one trainer.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000

Provide a refresher training for certificated staff who participated in Why Try, a system of strategies and practices targeting classroom management to improve student behavior, in 2014-15.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $3,000
Continue to offer GradPoint Online Learning Solution.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) $211,050/ $21,600 (training)
Maintain four ACCESS community school clinicians, and maintain current intern/clinician ratio.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $307,554 (Cost for four Clinicians)
Provide funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $440,000
Maintain ongoing case management of homeless students and families.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Homeless_____	No Cost
On an annual basis, continue to provide Pro-ACT Trainings, ULS Trainings, SANDI trainings, IEP goal alignment and writing, and Assistive Technology/Alternative Augmentative Communication (AT/AAC) Trainings.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

Continue providing bus passes for qualifying students to increase and support school attendance and student achievement.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $15,000 Supplemental and Concentration Grants
Continue providing bus passes for students with transportation challenges to increase and support school attendance and student achievement.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $25,000
Provide bus passes for homeless students to increase and support school attendance and student achievement.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Homeless Students____	(5000-5999 Series) $8,500 (McKinney-Vento funds)
Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $10,000 Supplemental and Concentration Grants
Train new ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue providing a fund for test-taking expenses, college application fees, and course materials needed for concurrent enrolled students. Explore additional scholarship opportunities, including assistance with application process.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000 Supplemental and Concentration Grants

Communicate workshop and training opportunities to AU Administrators to share with certificated and classified staff in order to address the unique needs of low-income students.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000 Funds to be allocated for identified trainings; Supplemental and Concentration Grants
Pilot the implementation of a college course, Counseling 100, at Rio Contiguo School through a partnership with Fullerton College. The Counseling 100 class will be offered five times during the 2016-17 school year.	School Site-wide / Rio Contiguo School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) $12,000
Hire an ACCESS Community School Nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Improve Community School attendance rate to 77% and lower overall dropout rate to 6.7%; Continue to maintain the 70% achievement of independence rate as indicated within IEPs for students with severe disabilities; Increase by 5% the number of students achieving behavioral goals in the IEPs for students in Special Schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to evaluate the effectiveness of our outreach and truancy response efforts through ongoing data collection. Maintain the funding of the approved Truancy and Recovery Technician(s) employed during the 2016-17 school year.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(x000-x999 Series) (3000-3999 Series) $132,020 (Cost for two Truancy/ Recovery Technicians)

Begin the recertification process for Pro-ACT and train any new instructional staff that have been hired. Maintain trainer certifications, and provide one new trainer certification.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $7,000
Continue to offer GradPoint Online Learning Solution.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $211,050/ $21,600 (training)
Maintain four ACCESS community school clinicians, and maintain current intern/clinician ratio.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $307,554 (Cost for four Clinicians)
Provide funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $440,000
Maintain ongoing case management of homeless students and families.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Homeless_____	No Cost
Continue to provide, on an annual basis, Pro-ACT Trainings, ULS Trainings, SANDI trainings, IEP goal alignment and writing, and AT/AAC Trainings.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

Evaluate the effectiveness of the Why Try program and determine if additional trainings will be needed in the current year.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $3,000
Continue providing bus passes for qualifying students to increase and support school attendance and student achievement.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $15,000 Supplemental and Concentration Grants
Continue providing bus passes for students with transportation challenges to increase and support school attendance and student achievement.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $15,000
Provide bus passes for homeless students to increase and support school attendance and student achievement.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Homeless Students___	(5000-5999 Series) $8,500 (McKinney-Vento funds)
Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $10,000 Supplemental and Concentration Grants
Train new ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000 Supplemental and Concentration Grants
Continue to communicate workshop and training opportunities to AU Administrators to share with certificated and classified staff in order to address the unique needs of low-income students.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funds to be allocated for identified trainings, up to $5,000; Supplemental and Concentration Grants
Maintain funding for an ACCESS Community School Nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Improve Community School attendance rate to 79% and lower overall dropout rate to 6.6%; Continue to maintain the 70% achievement of independence rate as indicated within IEPs for students with severe disabilities; Increase by 5% the number of students achieving behavioral goals in the IEPs for students in Special Schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to evaluate the effectiveness of our outreach and truancy response efforts through ongoing data collection. Maintain the funding of the approved Truancy and Recovery Technician(s) employed during the 2016-17 school year.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(x000-x999 Series) (3000-3999 Series) $132,020 (Cost for two Truancy/ Recovery Technicians)

Continue Pro-ACT training for instructional staff and recertify one trainer.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000
Continue to offer GradPoint Online Learning Solution.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $211,050/ $21,600 (training)
Continue to maintain the number of ACCESS community school clinicians, and evaluate need for the following year.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $307,554 (Cost for four Clinicians, may be increased based on evaluation)
Continue funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $440,000
Continue to maintain ongoing case management of homeless students and families.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Homeless_____	No Cost
Continue to provide, on an annual basis, Pro-ACT Trainings, ULS Trainings, SANDI trainings, IEP goal alignment and writing, and AT/AAC Trainings.	Special Schools-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $10,000

Continue providing bus passes for qualifying students to increase and support school attendance and student achievement.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $15,000 Supplemental and Concentration Grants
Continue providing bus passes for students with transportation challenges to increase and support school attendance and student achievement.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $15,000
Provide bus passes for homeless students to increase and support school attendance and student achievement.	ACCESS-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Homeless Students__	(5000-5999 Series) $8,500 (McKinney-Vento funds)
Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(4000-4999 Series) $10,000 Supplemental and Concentration Grants
Continue to train new ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000 Supplemental and Concentration Grants

Continue to communicate workshop and training opportunities to AU Administrators to share with certificated and classified staff in order to address the unique needs of low-income students.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(x000-x999 Series) Funds to be allocated for identified trainings, up to $5,000; Supplemental and Concentration Grants
Maintain funding for an ACCESS Community School Nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.	ACCESS-wide	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) $110,000

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.4.** Develop a school Progressive Discipline Plan.	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students prepared to be college, career, and life-ready require consistent intervention services delivered by well-trained staff.	
Goal Applies to:	Schools:	All ACCESS Schools
	Applicable Pupil Subgroups:	All ACCESS Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Continue to increase support services for all students in the areas of behavioral and social development to further reduce the annual suspension rate by .1% from the prior year. (Expulsion rates do not apply as we do not expel students.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue staff training regarding usage and implementation of the Progressive Intervention Plan and communicate the interventions to parents and families. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999) $1,200

Provide Restorative Justice training to administrators, teachers, and staff, and begin to implement Restorative Justice practices at school sites.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Continue to increase support services for all students in the areas of behavioral and social development to further reduce the annual suspension rate by .1% from the prior year. (Expulsion rates do not apply as we do not expel students.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue staff training regarding usage and implementation of the Progressive Intervention Plan and communicate the interventions to parents and families. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to provide Restorative Justice training to additional administrators, teachers, and staff, and continue implementing Restorative Justice practices at school sites.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) $5,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Continue to increase support services for all students in the areas of behavioral and social development to further reduce the annual suspension rate by .1% from the prior year. (Expulsion rates do not apply as we do not expel students.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue staff training regarding usage and implementation of the Progressive Intervention Plan and communicate the interventions to parents and families. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Continue to provide Restorative Justice training to additional administrators, teachers, and staff, and continue implementing Restorative Justice practices at school sites.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	**GOAL A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:** **A.1.** Increase bandwidth, connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.	Related State and/or Local Priorities: 1X 2__ 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
1. Increase capacity of any circuit requiring additional bandwidth up to 1 GB.	1. To date, 56 school sites received additional bandwidth ranging from 50 MB to 100 MB. There are seven ACCESS sites and two Special School sites still in process for new circuits to support the increased bandwidth.
2. Complete wireless upgrade in classrooms.	2. Wireless hotspots were removed from the LCAP document as this item was not approved by the Orange County Board of Education.
3. Continue deployment of server and software for VDI rollout.	3. Currently, 254 Thin Client computers were deployed at school sites and a remaining 302 Thin Client computers are scheduled for deployment by June 30, 2016.

LCAP Year: 2015-2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Support technology devices and network infrastructure to meet device-to-student ratio. Continue to review and assess connectivity at OCDE school sites and modify and add equipment as needed.	$220,000	1. To date, 44 new circuits are operational and 58 switches were installed to support the increase in bandwidth. There are 27 school sites awaiting new switches to be installed by the end of the school year.	(4000-4999 Series) $18,005
2. Support the ongoing increase in monthly cost for new circuits.	$30,000	2. Funds were allocated to purchase the above-listed hardware.	$0
3. Continue to upgrade Thin Client computers in ACCESS and implement VDI for ACCESS Administrative Services.	$75,000	3. During the 2015-16 school year, 1,022 laptops and Chromebooks, and 1,276 devices were deployed to school sites to serve students. An additional 254 Thin Client computers were distributed with a remaining of 302 scheduled for installation by June 30, 2016.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	

_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase additional computers for students at Lyon School and Mary's Academy.		Four additional computers were purchased for Mary's Academy during 2015-16. No additional computers were purchased for Lyon School.	
Scope of service: ACCESS schools affiliated with group homes (Lyon School and Mary's Academy). __ALL OR: __Low Income pupils __English Learners _XFoster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS schools affiliated with group homes (Lyon School and Mary's Academy). __ALL OR: __Low Income pupils __English Learners _XFoster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers and students have benefitted from the upgraded technology and the increased number of devices available to them. The improved device-to-student ratios have resulted in increased student engagement. These efforts will continue in 2016-17 as the technology upgrades continue. The following Action/Service has been completed this year and will, therefore, not appear in future LCAP documents: Realignment of IT staff to support the upgraded network infrastructure. The Action/Service to update wireless access points; however, was deleted from the LCAP, as this item was not approved by the Board.		

Original GOAL from prior year LCAP:	**GOAL A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:** **A.2.** Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments. Expand student usage of available educational software programs.		Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils		
Expected Annual Measurable Outcomes:	1. Increase the ratio of usable computers/devices available for students to 1:5.5 for ACCESS Community Schools; 1:3 for ACCESS Juvenile Court Schools; 1:11 for CHEP/PCHS. 2. Increase the percentage of students using technology to complete assignments by an additional 25% from established baseline, as determined by student and staff surveys.	Actual Annual Measurable Outcomes:	1. The ratio of usable computers/devices for students is as follows: 1:1.9 for ACCESS Community Schools; 1:1 for ACCESS Juvenile Court Schools; 1:3.4 for PCHS/CHEP. The ratios improved due to the 2,298 devices that were purchased during 2015-16. 2. The survey questions were written to reflect a range in the frequency of technology usage for completing student assignments, but not a specific percentage increase in student usage of technology in assignments. The data

			does clearly indicate, however, that the number of students responding “Seldom” or “Never” to using technology for assignments decreased by 14%, while “Daily Use” increased by 15%. These percentages as reported by teachers were a decrease of 7% and an increase of 17%, respectively. The baseline established in the 2014-15 school year for students who report “Seldom” or “Never,” when asked how often assignments require the use of technology was 57%. This year, the response to this question was 43%. The baseline established in 2014-15 of students who reported “Daily Use” of technology to complete assignments was 10%, and in 2015-16, this percentage increased to 25%. The baseline established in the 2014-15 school year for teachers who report “Seldom” or “Never,” when asked how often students’ assignments require the use of technology was 40%. This year, the response to this question was 33%. The baseline established in 2014-15 of teachers who reported “Daily Use” of technology in student assignments was 21%, and in 2015-16, this percentage increased to 38%.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. 184 devices will be purchased to satisfy student-to-computer ratios.	$110,000	1. The projected number (184) was significantly lower than the actual number of devices (2,298) purchased.	(4000-4999 Series) $92,812
2. Continue to provide GradPoint Online Learning Solutions with additional staff training.	$211,050; $21,600 (training)	2. There were 154 staff members trained on the use of GradPoint Online Learning during 2015-16.	(4000-4999 Series) (5000-5999 Series) $181,050; $42,750 (training)
3. Continue to provide access to Edivate, an online professional development resource for educators, to 120 staff.	$23,000	3. Access to Edivate was provided to 120 staff. However, the utilization of this resource is minimally used and we will be determining the viability of this product in the upcoming school year.	(4000-4999 Series) $1,000
4. Continue to survey teachers, non-instructional staff, parents and students to determine the increased usage of technology in student assignments and students’ access to technology at home.	$6,475	4. Surveys were distributed in March 2016 to teachers, non-instructional staff, parents, and students pertaining to the use of technology, both at home and at school. As of April 26, 2016, we have received the following	(5000-5999 Series) $787

		number of surveys: student-1015; parent-24; teacher-99; and non-instructional staff-52. Additional surveys are being submitted daily, with an emphasis on increased parent input.	
5. Continue to collaborate with OCDE Information Technology Division to provide adequate access to internet and Wi-Fi at all OCDE school sites.	No Cost	5. OCDE Information Technology Division provided monthly updates regarding technology upgrades and continued to collaborate with school site administrators regarding technology needs.	$0
6. Continue to conduct GradPoint training to staff to enroll R-FEP students in a-g courses and to keep track of student progress.	$2,500	6. GradPoint training was provided to staff to enroll all students, including R-FEP students, in a-g courses.	$0
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Continue to provide additional technology lab time in at least one school site per AU for students to utilize technology.	$50,000	1. During the 2015-16 school year, adding additional lab time did not prove to be effective as students were not utilizing this resource during after school hours as we had planned.	(4000-4999 Series) $997
2. Continue to maintain the Educational Tech User Support Assistant funding.	$66,311	2. The Educational Tech User Support Assistant has been a valuable resource to teachers, administrators, and students, and the position will continue to be funded.	(2000-2999 Series) (3000-3999 Series) $66,311
3. Continue to create model classrooms to showcase effective use of instructional technology in each AU.	$3,429 (Substitute Teachers)	3. In AU 101, a model classroom was designated based on the teacher/student use and integration of technology into assignments. Teachers were provided release time to visit this classroom, and thus far, five principals, six teachers, and two support staff have done classroom observations.	(1000-1999 Series) (3000-3999 Series) $12,250
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1. Continue ULS and News 2 You. 2. Continue to identify curriculum, supplemental software programs, and online resources for incorporating the 5 C's into student activities and assignments. 3. Continue the Touch2Learn (technology) meetings on a quarterly basis to implement Special Education Services Technology Plan.	$19,000 (instructional materials fund) Cost to be determined during staff development planning that occurs in the summer prior to the school year No Cost	1. ULS and News 2 You continue to be utilized by Special Schools. 2. Student Annual Needs Determination Inventory (SANDI) was identified as a supplemental program to support student progress. This software will be purchased in 2016-17. 3. Touch2Learn meetings were held on a quarterly basis to review the Special Education Technology Plan.	(4000-4999 Series) $19,000 TBD No Cost
Scope of service: Special Schools-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Students with Significant Disabilities		Scope of service: Special Schools-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Students with Significant Disabilities	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services to provide lab time to students did not prove to be effective. This goal has been revised to provide access to laptops, tablets, and wi-fi hot spots to students through a check-out program. GradPoint training and implementation will continue based on the success of the enrollment of 459 students taking GradPoint classes, and 193 students have completed at minimum one GradPoint class during the 2015-16 school year. The design of having one model classroom for technology in each administrative unit was revised to target three classrooms throughout ACCESS that were effectively utilizing technology into student assignments and students were learning 21st Century skills. One classroom was identified in 2015-16 in AU 101, and teachers and administrators had the opportunity to observe students technologically engaged in their learning. The survey questions were written to reflect a range in the frequency of technology usage for completing student assignments, but not a specific percentage increase in student usage of technology in assignments. Therefore, the expected Annual Measurable Outcome for students using technology to complete assignments will be revised next year to reflect a 10% decrease in the responses to "Seldom" or "Never," and a 10% increase in the response to "Daily Use" of technology in student assignments as reported by students and teachers on annual surveys. The Special Schools annual staff meeting will now take place in August. This staff development will include staff training on SANDI, as well as retraining staff to more effectively utilize ULS and Touch2Learn.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.a.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

Expected Annual Measurable Outcomes:	Student dropout rates will decrease to 7.2% through increased parent engagement via parent nights, parent advisory meetings, conferences, SCT meetings, IEP meetings, and parent orientations and trainings. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)	Actual Annual Measurable Outcomes:	The dropout rate, as of March 17, 2016, is 6.91%. The School Accountability Report Card for the 2014-15 school year indicated a dropout rate of 6.7%. Based on this data, we have met the Annual Measurable Outcome.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide leadership training for parents to facilitate future parent meetings and events, such as District English Learner Advisory Committee (DELAC) meetings.	$0	1. Program Specialists from Title I and Title III and Family Community Liaisons attended several parent leadership trainings. A team of parents, along with a Family Community Liaison and two Program Specialists, attended the California Association for Bilingual Education (CABE) Conference on April 27, 2016. In addition, Disciplina Positiva trainings were held at Harbor Learning Center for parents in the fall and spring of 2015-16. These trainings were six weeks in duration, and provided parents with parenting strategies to best work with their teen children. General Parent Advisory Committee meetings (GPAC) were held on September 29, 2015; January 27, March 15, March 29, and May 24, 2016. District English Learner Advisory Committee (DELAC) meetings were held on September 16, 2015; January 13, March 9, and May 18, 2016.	(5000-5999 Series) $650
2. Maintain funding for refreshments and certified interpretation/translation services to encourage parent participation.	$2,000	2. Refreshments have been purchased for parent meetings and events throughout the school year, and interpretation and translation services were consistently provided.	(5000-5999 Series) $2,262

3. Expand the use of the School Messenger System for communicating essential information to parents.	$10,280	3. The Attendance and Records Center worked with School Messenger staff to restructure School Messenger to include the capabilities of sending messages to all school sites in the administrative units. In November of 2015, the configuration was finalized and all of the AU Administrators were re-trained. As of March 2016, AU 104 has sent out 20 messages, and AU 103 has sent out two messages to parents.	(4000-4999 Series) $10,280
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Evaluate the effectiveness of providing parents with non-food incentives for attending school-related activities and continue if effective.	$5,000 (Supplemental and Concentration Grants)	Due to restrictions on the purchasing of incentives, this action and service was not fully implemented.	$576
Scope of service: ACCESS-wide __ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS-wide __ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In our experience, parent trainings are valuable to both staff and parents. Increased attendance at school events is indicative of our successful outreach efforts. We will continue to offer bilingual trainings to parents and provide refreshments at meetings. The administrative units are beginning to use School Messenger to communicate more effectively and timely with parents. In the 2016-17 school year, we anticipate greater use of School Messenger and further training to administrators will be provided, if needed. The Action/Service of providing non-food incentives to parents has been deleted for the 2016-17 school year due to the restrictions placed on purchases. Enhanced outreach to parents has resulted in a decreased dropout rate. The goal was 7.2% and the actual dropout rate was 6.91%. Therefore, this goal for the upcoming year will be amended to reflect our continued efforts to engage all students and parents in the educational process.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.b.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All ACCESS Community Schools
	Applicable Pupil Subgroups:	All ACCESS Community School Pupils

Expected Annual Measurable Outcomes:	Increase the annual average daily attendance (ADA) rate to a minimum of 83.2% in ACCESS Community Schools.	Actual Annual Measurable Outcomes:	The attendance rate for ACCESS Community Schools' ADA in months 1-8 was 73.2%. The final ADA calculation will be done in July 2016 at the close of the school year.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to increase collaboration with stakeholders to identify parent education programs.	No Cost	1. Communication with stakeholders regarding ACCESS programs has continued to expand. The agency partners of Probation, Social Services, Juvenile Court, Juvenile Justice Commission, Blue Ribbon Commission, Orange County Children's Partnership, and Latino Educational Attainment Committee provide a network of support for students throughout Orange County. The resources from these partnerships are listed on the Parent Resources website: (https://accesscommunity resourcesblog.wordpress.com/)	No Cost
2. Each AU will conduct at least one parent information night in the fall and spring.	$6,000	2. This objective continues to be met as all administrative units have conducted parent information nights and/or college information nights in their respective regions in both fall and spring. As of April 1, 2016, 94 family events were hosted in ACCESS Community Schools. These events include parent nights, parenting classes, English Learner Advisory Committee (ELAC)/DELAC meetings, Parent Advisory Committee meetings, college fairs/workshops, and community nights.	(5000-5999 Series) $1,884
3. Implement use of Aeries.Net across ACCESS to provide parents with access to their child's transcript and credit information and attendance.	$4,000	3. A challenge with the Teacher Portal prevented the implementation of Aeries.Net to parents. This issue has been resolved and staff have been re-trained. In 2016-	$0

4. Maintain funding for a Program Data Technician.	$77,502	17, parents will be shown how to use Aeries.Net to monitor attendance. 4. The Program Data Technician continues to be funded through the LCAP.	(2000-2999 Series) (3000-3999 Series) $77,502
Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As the students being referred to our program enter with more pronounced attendance issues, the challenge of meeting a goal of an increased attendance rate is significantly more difficult. While the ADA for our community schools falls short of our targeted goal, the attendance rate for each individual student has shown improvement from their prior school. As a result, the Expected Annual Measurable Outcomes will be adjusted to an annual ADA rate of 75%, and additional supports will be provided to students to focus on improved attendance. We anticipate that parents having immediate access to their child's attendance through Aeries.Net, along with an expanded number of parent meetings, trainings, and events, will result in a positive impact on student attendance. Through the increased use of School Messenger throughout ACCESS, parents will receive timely information and updates that will support school attendance. These efforts, when combined with the resources provided by our community partners, will enhance the school program and offer parents a stronger connection to the school community. As a result of not meeting our target during the past two years, the attendance goal has been reset to 75% for 2016-17.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.c.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Special Schools
	Applicable Pupil Subgroups:	All Special Schools Pupils

Expected Annual Measurable Outcomes:	From the baseline of 90% as measured by parent surveys, increase parent satisfaction with the Special Schools program to 92% through individual conferences and information nights, email and text messages, parent committees, School Consultation Team (SCT) meetings, IEPs, and parent orientations and trainings.	Actual Annual Measurable Outcomes:	Based on survey results, IEP meeting feedback, and school meetings, parents report a 90.6% satisfaction rate with the Special Schools program. Student survey results indicate 94% of students are satisfied with their school program, as well as the school preparing them for their future.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Initiate parent contact 60 days prior to annual IEP date to increase parent participation at annual IEP meetings by 2% from previous year. Based on survey results, determine areas for improvement.	$0	1. Parent contact 60 days prior to annual IEP date has increased parent participation at annual IEP meetings. Survey results will determine areas for improvement.	$0
2. Continue to provide opportunities for annual staff in-service training for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP process.	$0	2. In October 2015, staff in-service training agenda contained staff information regarding parent participation and involvement in the IEP process.	$0
3. Continue to provide parents and staff with ongoing notification of school, community events that relate to improved parent involvement and student achievement.	$0	3. Special Schools Principals provide staff and parents information items and communication from feeder school districts to inform parents regarding school and community events.	$0
Scope of service: Special Schools-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Special Schools-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Additional input from parents regarding technology needs for their students to be included in parent communications and surveys will be included in the 2016-17 school year. Efforts to contact parents to attend IEP meetings are seeing positive results and will continue. Annual staff in-service training will be planned for 2016-17.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.a.** Identify, develop, and renew partnerships and increase stakeholder and agency linkages with those listed in the *Involvement Process* above, to maximize resources for students, including the exploration of county-operated charter school opportunities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9X 10X Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils	
Expected Annual Measurable Outcomes:	Increase the number of grants awarded and service contracts initiated by 10% from the 2014-2015 baseline as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.	Actual Annual Measurable Outcomes: The number of grants obtained in 2015-2016 was increased by 17%, from 12 to 14, and so the goal to increase the number of grants by 10% was met.

LCAP Year: 2015-2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. The OCDE grant-writers will apply for applicable grants based on input from the subcommittee.	$0	1. The OCDE grant-writers applied for and were awarded two new grants: Stewart Foundation for Foster Youth and CTE Incentive Grant.	No Cost
2. Hire a Coordinator to assist in researching and applying for grants to expand student services.	$150,310	2. A grant Coordinator was hired on July 16, 2015.	(2000-2999 Series) (3000-3999 Series) $150,310
3. Hire a Program Support Assistant to assist the Coordinator in researching and applying for grants to expand student services.	$70,000	3. A Program Support Assistant was hired on September 3, 2015.	(2000-2999 Series) (3000-3999 Series) $70,000
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A grant Coordinator and a Program Support Assistant were hired to facilitate the research and application of grants to enhance the support services for students. Through their efforts, two new grants were awarded totaling $2,191,940. In addition, an electronic Funding Tree newsletter is distributed to staff on a regular basis to highlight available grant and scholarship opportunities. These positions will continue for the 2016-17 school year.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.b.** Identify, develop, and/or renew partnerships as well as increase stakeholder and agency linkages with those listed above in the *Involvement Process*, to increase services and resources to students, focusing on health, counseling, and life skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9X 10X Local : Specify _____
Goal Applies to:	Schools: All ACCESS Schools Applicable Pupil Subgroups: All ACCESS Pupils	
Expected Annual Measurable Outcomes:	Provide one additional extra-curricular opportunity for students.	Actual Annual Measurable Outcomes: Students were provided opportunities to attend Base Camp, Inside the Outdoors, Museum of Tolerance, college tours, career tours, Career Forum, and Career Success Week, as well as field trips to the Sanitation Plant and local tide pools; therefore, exceeding this goal.

LCAP Year: 2015-2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Maintain an extra-curricular activities fund for ACCESS programs, including transportation.	$20,000	1. Extra-curricular activities fund was utilized by the administrative units to provide various co-curricular activities for students, including transportation.	(5000-5999 Series) $13,590
2. Maintain funding for Summer at the Center to provide students with the opportunity to explore the theater arts.	$35,000	2. There were 42 ACCESS students who participated in Summer at the Center, representing six administrative units.	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) (5000-5999 Series) $35,000
3. Continue to provide Pure Game, a physical education/character development program, at seven ACCESS school sites.	$24,000	3. Pure Game provided a weekly sports-based, character-building program at six ACCESS school sites.	(5000-5999 Series) $24,000
4. Expand the contract for the short-term CTE staff member to support the Career Pathways grant and to develop CTE courses for ACCESS.	$10,725	4. The short term CTE staff member's schedule was expanded to 35 hours per week to increase services at ACCESS sites and to provide additional training in coding to staff and students.	(2000-2999 Series) (3000-3999 Series) $10,641

Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies to assist students with participating in extra-curricular activities.		No Cost	Partnerships continue with Second Harvest Food Bank, CREATE, and Orange County Asian Pacific Islander Community Alliance to provide students with food, clothing, and basic school supplies.		No Cost
Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	
__ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Homeless___			__ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Homeless__		
Provide referrals to community-based agencies and update region-specific resource binders for ease of access. OCDE staff attends community collaborative and resource fairs to share resources.		No Cost	In lieu of a binder, a parent resource web page was developed to provide parents and families with an updated list of community resources available to them. This resource page was shared with parents and families at the parent events scheduled throughout 2015-16 (https:// accesscommunityresourcesblog.wordpress.com/).		No Cost
Scope of Service:	LEA-wide		Scope of Service:	LEA-wide	
__ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Homeless___			__ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Homeless___		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Summer at the Center, Pure Game, and the expanded hours of the short-term CTE staff member continue to provide students with additional opportunities beyond the classroom. Students are engaged and share highly positive feedback regarding these programs with their peers. As a result, funding will continue and the anticipated participation in these programs will grow. The co-curricular activities fund will be maintained with the expectation that the opportunities for community-based learning will expand.				

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.c.** Identify, develop, and/or renew partnerships as well as increase stakeholder and agency linkages with those listed above in the *Involvement Process*, to increase services and resources to students, focusing on health, counseling, and life skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9X 10X Local : Specify _____

Goal Applies to:	Schools:	All ACCESS Schools
	Applicable Pupil Subgroups:	All ACCESS School Pupils

Expected Annual Measurable Outcomes:	Charter school petitioners presented a petition to the Orange County Board of Education (OCBE) in June 2015. If approved by the OCBE, school will begin operation in the 2015-2016 school year.	Actual Annual Measurable Outcomes:	The charter school, College & Career Preparatory Academy (CCPA), was approved in June 2015 and began operation in October 2015. CCPA will submit its own LCAP for approval by June 2016.

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Charter school operators shall develop a separate LCAP for the charter school and remove charter school reference from future years.		No Cost	The charter school will submit a separate LCAP to the Board by June 2016.		No Cost
Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal (currently B.2.c) will be deleted in future OCDE LCAPs due to the requirement that CCPA submit a separate LCAP for approval.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.d.** Identify, develop, and/or renew partnerships as well as increase stakeholder and agency linkages with those listed above in the *Involvement Process*, to increase services and resources to students, focusing on health, counseling, and life skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9X 10X Local : Specify _____

Goal Applies to:	Schools:	All Special Schools
	Applicable Pupil Subgroups:	All Special Schools Pupils

Expected Annual Measurable Outcomes:	Increase the number of adult placements offered for students with severe disabilities after graduation by 2% from the previous school year.	Actual Annual Measurable Outcomes:	The ability to place students after program completion is more challenging due to available funding for adults who require intensive behavioral or medical supports. Based on these changes, there was not an increased placement of adults during 2015-16. However, in reviewing the percentage of students offered adult placements in 2015-16, the data indicates 81% of students were offered placements.

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Continue to update OCDE Transition Resource Directory to identify and expand services for severely disabled students. Distribute Directory to parents, partners, and Special Schools sites.		No Cost	The OCDE Transition Resource Directory has updated information and expanded services. This Directory has been distributed to parents, partners, and Special Schools sites.		No Cost
Scope of service:	Special Schools-wide		Scope of service:	Special Schools-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2016-17 LCAP, this goal will be renamed B.2.c. Based on the funding challenges in placing adult students with intensive behavioral or medical supports, this goal is revised. The revised goal measures the increase in the number of students with the most significant disabilities who are offered post-school services, specialized health care services, and personal assistance needed to access the community, post-secondary education, and employment. Parents, partners, and school sites value the information in the OCDE Transition Resource Directory and this resource will continue to be updated and distributed in 2016-17.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.3.** Collaborate and coordinate countywide Expulsion Plan with all districts to serve expelled youth.	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7__ 8__ COE only: 9X 10X Local : Specify _____

Goal Applies to:	Schools:	All Orange County Schools, including OCDE LEA Schools
	Applicable Pupil Subgroups:	Expelled Youth

Expected Annual Measurable Outcomes:	Monitor the effectiveness of identified strategies that address the gaps in services for meeting the needs of expelled youth. OCDE staff shall coordinate the development of the countywide tri-annual Expulsion Plan, and facilitate dialogue at the CWA Directors' meetings in November 2015 and March 2016.	Actual Annual Measurable Outcomes:	At the March CWA meeting, the issues of student transition to and from ACCESS were discussed. This discussion was focused on better coordination and communication of services and transition for expelled youth and for special education students to and from ACCESS.

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Engage CWA Directors on the progress of addressing the gaps identified in the Expulsion Plan to ensure the following: • Seamless rehabilitation plan for students • Options for expelled special education students • Options for elementary-aged expelled students		No Cost	At the May 20, 2016 CWA meeting, data regarding the current number of special education and elementary-aged expelled students referred to ACCESS was shared and discussed with the District CWA Directors. This information is in alignment with several of the gaps identified in the Expulsion Plan and provides data for the CWA Directors and ACCESS staff to monitor progress in addressing the identified gaps in the Expulsion Plan.		No Cost
Scope of service:	Orange County-wide		Scope of service:	Orange County-wide	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Expelled Youth__			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Expelled Youth_		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The collaboration with the CWA Directors has been effective in monitoring the Expulsion Plan. The CWA Directors and ACCESS Administrators will continue to meet five times during the 2016-17 school year. School district feedback regarding the Expulsion Plan and efforts to address the gaps will continue to be topics on the CWA Directors meeting agendas.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.4.** Develop and implement a Foster Youth Services Plan which is a document that includes contact information, academic information, and specific school information regarding the transitional needs for foster youth.	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7__ 8__ COE only: 9X 10__ Local : Specify _____

Goal Applies to:	Schools: Lyon School
	Applicable Pupil Subgroups: Foster Youth

Expected Annual Measurable Outcomes:	Fifty completed FYSPs for students enrolled in Lyon School.	Actual Annual Measurable Outcomes:	As of April 15, 2016, 57 FYSPs were completed at Lyon School. Additional FYSPs will be completed as new students enter the school program. The outcome for this year was met.

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1. Continue to revise the FYSP and pilot with 50 additional students this school year.		No Cost	1. The revised FYSP was administered to 57 students by mid-April with additional FYSPs being provided for new students.		No Cost
2. Maintain funding for a Foster Youth Educational Liaison.		$113,030 (Supplemental and Concentration Grants)	2. The position of Foster Youth Educational Liaison continues to serve the foster youth at Lyon School.		(1000-1999 Series) (3000-3999 Series) $113,030 (Supplemental and Concentration Grants)
Scope of service:	Lyon School-wide		Scope of service:	Lyon School-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Foster Youth Educational Liaison has been instrumental in ensuring that the FYSPs were completed in a timely manner for students at Lyon School, and the goal of 50 FYSPs was exceeded. Therefore, this position will continue for the 2016-17 school year. The collection and maintenance of foster youth data will expand from Lyon School to all ACCESS schools in order to monitor academic progress. This information will be tracked through an additional Action and Service in Goal B.4.b.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.5.** Systemize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services.	Related State and/or Local Priorities: 1X 2__ 3X 4X 5X 6__ 7__ 8__ COE only: 9__ 10X Local : Specify _____

Goal Applies to:	Schools:	All Orange County Districts, including OCDE LEA Schools
	Applicable Pupil Subgroups:	Foster Youth

Expected Annual Measurable Outcomes:	Smarter Balance Assessment scores, California High School Exit Exam (CAHSEE) passage rates, and graduation rates will each increase by 5% from the 2014-2015 baseline data for foster youth.	Actual Annual Measurable Outcomes:	The CAHSEE was suspended by legislation for the 2015-16 school year, and therefore, no results are available. Graduation rate data for foster youth will become available by the end of July 2016. A comparison of the data will take place in August 2016 to determine if this goal was met.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase the percentage of foster youth remaining in one school placement including feeder schools by 5% above baseline.	No Cost	1. The data for this action is not available until July 2016 when the database for this information is finalized and a baseline for Orange County foster youth is established.	No Cost
2. Complete one EPR for 80% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (800 unduplicated EPRs.)	No Cost	2. By April 2016, 673 EPRs were completed and the data indicates that the goal of 800 unduplicated EPRs is expected be met by June 2016.	No Cost
3. Continue to respond to Juvenile Court requests in a timely manner. Partner with the Court to provide training on juvenile justice for school district administrators every three years.	$50,000 (partial salary for Manager of Foster Youth Services)	3. As of March 15, 2016, 22 cases were referred to Foster Youth Services for assistance, and 18 of those cases have been resolved. The communication between Juvenile Court and Foster Youth Services is strong, productive, and collaborative.	(1000-1999 Series) (3000-3999 Series) Series) $50,000 (partial salary for Manager of Foster Youth Services)
4. Develop an integrated database for foster youth in Orange County to track academic progress.	$58,000 Supplemental and Concentration Grants	4. During the 2015-16 school year, a database for foster youth was under development, and in the upcoming school year, the database will be implemented and we will be able to monitor and analyze foster youth data to measure outcomes.	(4000-4999 Series) $58,000 Supplemental and Concentration Grants

5. Provide training for school district personnel on trauma, brain development, and its impact on learning.	$5,000 Supplemental and Concentration Grants	5. Three trainings for district personnel on trauma, brain development, and its impact on learning have taken place and two additional trainings are scheduled to occur by the end of the school year.	(5000-5999 Series) No Cost (Supplemental and Concentration Grants)
Scope of service: All Orange County School Districts, including LEA Schools __ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Orange County School Districts, including LEA Schools __ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. 40 Career Awareness Inventories (CAIs) completed. 2. Continue to use sensory motor items for students at Lyon School and evaluate the need to increase the number of items available to students.	No Cost Costs not to exceed $2,000 Supplemental and Concentration Grants	1. Up to April 15, 2016, 35 CAIs were completed and we anticipate the goal to be met by the conclusion of the school year. 2. Based on feedback from school staff and Foster Youth Services staff, there was a need to spend additional time researching which sensory motor items would be most effective. The purchase of materials will take place in 2016-17.	No Cost $0
Scope of service: Lyon School-wide __ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Lyon School-wide __ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the effective collaboration between Foster Youth Services and the Orange County Juvenile Court, the needs of foster youth are being addressed more successfully and efficiently. The pending implementation of an integrated database will allow Foster Youth Services to have measurable outcomes to monitor student academic progress. The CAIs are being integrated into the FYSPs, and thus, the wording for this specific action and service will be removed from future LCAPs. To enhance our services to foster youth, a Coordinator will be hired at the start of the new school year. This position will provide greater coordination of services to foster youth in ACCESS. This position will also ensure that FYSPs and EPRs are completed on a timely basis. In addition, to better support districts and their implementation of trauma-informed care, a “Train the Trainer” model using a video series will be implemented for districts in the 2016-17 school year.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.a.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All ACCESS Schools and D/HH Schools Applicable Pupil Subgroups: All ACCESS and D/HH Pupils	

Expected Annual Measurable Outcomes:	1. Improve participation rate on Smarter Balanced Assessments by 1% from the previous year. 2. Improve English Language Arts (ELA) and Math CAHSEE passage rates each by an additional 1%. 3. 62% of EL students will advance at least one level on the CELDT. 4. Increase graduation rate by an additional .25% from the previous year for students in the program with a minimum of 160 credits by September 2015. 5. Students will continue to have 100% appropriately assigned teachers in the core subjects. 6. Using data from the EDMS, the overall HQT status of teachers will improve by 1% from the previous year.	Actual Annual Measurable Outcomes:	1. CAASPP, which includes Smarter Balanced Assessments, is in progress and the participation rate will be determined when the State sends assessment results in August 2016. AP and EAP pass rates are not applicable due to very few or no students taking these assessments.) 2. The CAHSEE was suspended by legislation for the 2015-16 school year, and therefore, no results are available. 3. The most recent data available indicates 62.2% of EL students advanced one level on the CELDT. The data for this year will be released by August 2016. 4. The 2015-16 graduation data is pending and will not be available until August 2016. However, the ACCESS completion of graduation requirements met in 2014-15 was 79.2%, and 12.2% for Special Schools. 5. All ACCESS teaching staff meet the credential requirements for an alternative education program, as outlined in California Education Code section 44865 and the English Learner Authorization guidelines as required for credentialing. 6. Using the data from EDMS, the following is the HQT compliance breakdown: Institutional Schools – 94%; County Community Schools – 94.5%; CHEP/PCHS – 100%. Based on these percentages, this goal has been met.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	$6,600 (Substitute Teachers)	1. Each administrative unit conducted three full days of professional development that included implementation of 21st Century skills and California State Standards. English Collections Series trainings aligned to California State Standards were conducted in January 2016 for all administrative units. Additional afternoon staff development meetings were held on a regular basis to share lesson ideas and collaborate regarding standards implementation and integration of technology into student assignments.	$0 (Substitute Teachers have not been utilized)
2. Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	No Cost	2. Human Resources continues to monitor teacher assignments and all teachers remain appropriately placed. OCDE has an agreement to cover enrollment costs for teachers to attend Los Angeles County Office of Education's Verification Process for Specialized Settings (VPSS) online program, and since September 2015, nine teachers have completed a core course in either ELA, Math, or Science. We met the goal for increasing HQT throughout our schools.	No Cost
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Continue to offer after-school tutoring for identified students.	$213,150 (Title I Funds)	1. Six additional tutors have been added for the 2015-16 school year to support students in their academic learning.	(2000-2999 Series) (3000-3999 Series) $125,000 (Title I Funds)
2. Hire an additional six ELDAs to implement the ELDA Program at community school sites.	$244,270 Supplemental and Concentration Grants	2. As a result of reconfiguring the use of ELDAs in the classroom to support language acquisition, the number of ELDAs being utilized remain at 15.	(2000-2999 Series) (3000-3999 Series) $186,564

3. Every two months, write designated ELD curriculum targeting the language needs of Long-Term ELs; provide training on this curriculum every two months (in person and via YouTube video overviews).	No Cost	3. ELD curriculum is up-to-date; current MELD video overviews are on the Ed Tech Resource website; site-based collaborative meetings are held every two months for the implementation of the next MELD function.	No Cost
4. All ACCESS teachers were trained in an integrated ELD approach called CM in 2014-2015. To support implementation, teachers will engage in collaborative lesson planning, observations, and conversations to bridge the academic gap.	No Cost	4. Observation Tool has been distributed to administrators and several of the administrative units are implementing structured collaborative time for teachers.	No Cost
5. Train certificated and classified staff on the use of the data management system to monitor R-FEP students.	Included in cost of training for the Educator's Assessment Data Management System (EADMS)	5. EADMS is not fully functional to extract EL and R-FEP academic data. CELDT results were shared with administrators and Regional English Learner Liaisons to share with teachers in January 2016. Meetings were held with EADMS staff and ACCESS staff to resolve functional issues; additional meetings will take place in April and May 2016 to resolve remaining challenges in accessing the data.	Included in cost of training for the Educator's Assessment Data Management System (EADMS)
6. Pilot materials for Social Science and Science; begin implementation of Social Science curriculum for usage across ACCESS.	$60,000	6. Social Science Curriculum Committee recommended and piloted Social Science textbooks during 2015-16. Their recommendation of textbook adoption will be submitted in May 2016 for approval. If approved, an implementation plan for rollout of these new materials will begin in September 2016, including professional development from the publisher on the use of these materials. Science Curriculum Committee will select textbooks by the end of April 2016 to begin to pilot for the 2016-17 school year.	(4000-4999 Series) $49,563 (plus science curriculum to be ordered)
7. Using the classroom observation tool, administrators continue to assess teachers implementing California State Standards strategies that utilize technology.	No Cost	7. The classroom observation tool, Peek at Instruction, was implemented in the fall of 2015. Administrators have been using the tool to gather data regarding the implementation of instructional initiatives by teachers.	No Cost
8. Evaluate and determine the need for LCAP tutors for community school students. Hire additional tutors if needed.	$154,129 (ongoing cost for LCAP tutors each year based on current number)	8. Evaluation of LCAP tutor effectiveness is in progress; feedback from administrators by the end of the school year will be collected. Human Resources is in the process of redefining the tutor role and title.	(2000-2999 Series) (3000-3999 Series) $80,667

9. Enhance the rigor of assignments identified in the Course Agreements to reflect California State Standards for students in the independent study program and reflect these changes on the Course Agreement form.	No Cost	9. The Course Agreement for ELA in grades 9, 10, 11, and 12 have been revised to reflect specified content to be utilized, use of adopted materials to be assigned to students, and a more clearly defined description for awarding course credit.	No Cost
Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue bi-annual staff development training for certificated and classified staff in strategies for special education/EL students.	(4000-4999 Series) $2,500 for materials	Principals and Speech Language Pathologists were provided trainings regarding implementing services and strategies for special education/EL students. These trainings were held on 9/17/15, 11/3/15, 4/14/16, and 4/19/16.	No Cost
Scope of service: Special Schools-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Special Schools-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The tutoring supports for students, including tutors and ELDAs, have been effective in improving student academic outcomes. These services will continue and be targeted to most effectively impact student achievement. Structured collaboration time among teachers is gaining momentum and becoming more consistent. The new social science materials and training will enhance the rigor of student assignments and provide teachers with the resources to better address California State Standards. Areas of focus for 2016-17 are consistent use of the observation tool among administrators and EADMS to be functional to effectively retrieve and analyze EL student data. Special Schools' staff will continue to conduct meetings throughout the year to address the needs of special education/EL students to ensure appropriate services, materials, and required assessments are being provided.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.b.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All D/HH Schools
	Applicable Pupil Subgroups:	All D/HH Pupils

Expected Annual Measurable Outcomes:	Increase the number of college or career placements for D/HH students by 1% from the previous year's graduating class.	Actual Annual Measurable Outcomes:	This goal has been met as the college and career placements have increased by more than 1% from last year. The number of college/career placements for D/HH students in 2015-16 are as follows: 53% of D/HH students graduated with college/career placements; 47% of D/HH students transitioned to adult transition programs for vocational training; and, 100% of D/HH seniors had college, career placements, or transitioned to an adult transition program.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Conduct review of ULS instruction.	No Cost	1. ULS instruction has proved to be effective and there were 248 logins. This is an increase of 6% usage from September 2015 to April 2016.	No Cost
2. Provide annual professional development for certificated and classified staff on California State Standards implementation for moderate-to-severe students.	No Cost (Included in staff salaries)	2. Regular staff development trainings for certificated and classified staff on California State Standards were presented to staff throughout 2015-16. On October 13, 2015, D/HH staff attended an all-day training focused on California Standards implementation, and on October 30, 2015, the remaining Special Schools staff received a similar training. This staff development continued through a series of trainings which were held on September 23, 2015, October 7, 2015, and November 18, 2015. Additional group and site-based trainings were conducted monthly throughout the school year by principals, TOSAs, and program staff to discuss further implementation.	No Cost

3. Provide teachers, administrators, and ancillary staff professional development of implementation of California ELD standards for special education students.		No Cost (Included in staff salaries)	3. Teachers, administrators, and ancillary staff were provided with professional development regarding California ELD standards during staff meetings in February and March 2016.		No Cost
Scope of service:	Special Schools-wide		Scope of service:	Special Schools-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Staff development for Special Schools will be conducted annually in August. This staff development will be a 2-day training incorporating the implementation of SANDI and retraining on the effective utilization of ULS and Touch2Learn. An additional agenda item will focus on services for EL students. In addition to the college/career placement data for D/HH students, Special Schools will also begin tracking student transitions to adult transition programs as a component of their annual reporting.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.c.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.		Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils		
Expected Annual Measurable Outcomes:	Increase the number of student assignments incorporating Project-Based Learning for ACCESS and D/HH, or hands-on learning applicable for Special Schools students, by one per semester.	Actual Annual Measurable Outcomes:	Student assignments related to character-based literacy have been enhanced to include supplemental project-based lessons with embedded primary source documents. All ACCESS Math lessons have also incorporated project-based assignments which apply math practices to everyday life scenarios. The goal of one project-based learning activity per semester has been met. D/HH staff are being trained on the implementation of project-based learning activities. Staff have begun the planned project-based learning activities for the upcoming school year.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue development, communication, and scheduled staff workshops, meetings, and events that focus on Project-Based Learning for ACCESS and D/HH, and hands-on learning for Special Schools population.	No Cost	Every administrative unit held a minimum of six afternoon staff meetings where project-based learning activities, as well as educational software resources to support project-based learning, were shared with staff. D/HH staff are being trained on the implementation of project-based learning activities. Staff have begun the planned project-based learning activities for the upcoming school year.	No Cost
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide examples of Project-Based Learning assignments that teachers can incorporate in the core content.	No Cost	The Ed Tech User Support website (https://sites.google.com/a/ocde.us/access-edtech-user-support/) is updated regularly and has project-based learning ideas connected to each core subject.	No Cost
Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Four Teachers on Special Assignment (TOSA) were hired at the end of the 2015-16 school year to support the content areas of ELA, Math, Social Science, and Science. They will be assisting in the development of additional project-based learning assignments connected to those subjects. In 2016-17, a grant for MakerSpace is anticipated to be awarded for the creation of a MakerSpace activity lab at Harbor Learning Center with plans to expand to other administrative units. Based on training that D/HH staff have received, project-based learning activities will be a focus for targeted instruction in 2016-17.		

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.d.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All ACCESS Schools
	Applicable Pupil Subgroups:	All ACCESS Pupils

Expected Annual Measurable Outcomes:	Improve student assessment results on Smarter Balance Assessments by 1% from the previous year; Improve CELDT results to 62%; Improve CAHSEE results by an additional 1% in both ELA and Math, and graduation rate to 86.35%.	Actual Annual Measurable Outcomes:	The CAHSEE was suspended by legislation for the 2015-16 school year, and therefore, no results are available. The 2015-16 graduation data is pending and will not be available until August 2016. However, the ACCESS completion of graduation requirements met in 2014-15 was 79.2%. A comparison of the data will take place in August 2016 to determine if this goal was met.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to provide writing strategies incorporated into scheduled professional development for certificated and classified staff.	No Cost	1. The Collections Series was purchased in September 2015 that included professional development for ACCESS certificated and classified instructional staff.	No Cost
2. Purchase additional resources and materials to support student writing across the curriculum.	$20,000	2. Included in the purchase of the Collection Series was a workbook entitled “Performance Assessment” which targeted writing strategies and provided writing prompts for students at various grade levels.	(4000-4999) $21,500 $193,373 (Curriculum & Learning instructional materials fund)
3. Monitor implementation of *Constructing Meaning* and train any new teachers. Trainers provide support for teachers who request assistance or principals who recommend support in implementation.	No Cost (Included in staff salaries)	3. No teachers were hired in 2015-16. *Constructing Meaning* implementation is an ongoing agenda item for Regional English Learner Liaison meetings. The Administrator Observation Tool highlights *Constructing Meaning* instructional strategies to provide feedback to teachers during their classroom walk-through.	No Cost

Scope of service:	ACCESS and D/HH-wide		Scope of service:	ACCESS-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The feedback from ACCESS teachers regarding the purchase of the Collections Series materials has been positive and received high marks from the visiting accreditation teams that reviewed our program in the 2015-16 school year. As a result, these materials will continue to be purchased for all administrative units as the adopted materials for ELA. In addition, ACCESS will partner with the Instructional Services Division at OCDE to provide professional development to instructional staff on strategies to improve student writing. The plan to train D/HH staff to utilize the Collections Series and *Constructing Meaning* resulted in a determination that these instructional materials and strategies were not suitable to meet the needs of the D/HH student population. Starting in 2016-17, the graduation rates will indicate the graduation rates for ACCESS Community School students only.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.e.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All ACCESS Schools		
	Applicable Pupil Subgroups: All ACCESS Pupils		
Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal of 62% of EL students advancing at least one level on the CELDT.	Actual Annual Measurable Outcomes:	The percentage of EL students advancing at least one grade level on CELDT was 62.2%. This goal was achieved.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to create and publish designated ELD instructional materials targeting Long-Term EL students for use by instructional staff, as well as revise	$10,000 Supplemental and	1. Designated ELD instructional materials were created, published, and distributed to staff for student use. These materials are revised and updated on a	(4000-4999) $7,719

ELD materials based upon staff input. 2. Provide bi-monthly staff development in the use of the ELD materials and reflection opportunities on the effectiveness of the lessons. Provide curriculum and site-level support for Beginner – Early Intermediate EL students.	Concentration Grants $15,000 for materials Supplemental and Concentration Grants	consistent basis. 2. Bi-monthly staff development meetings focused on the use of ELD materials and offered teachers the opportunity to reflect and provide feedback on the materials. Program Specialists for EL Services provided site level support to all levels of EL students and observed classroom practices to offer additional assistance.	(5000-5999) $14,250
Scope of service: ACCESS-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	These actions of providing ELD materials, specialized training, and onsite support have proven to be successful and students are showing progress. Therefore, these activities will continue for the 2016-17 school year.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.f.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Special Schools
	Applicable Pupil Subgroups:	All Special Schools Pupils

Expected Annual Measurable Outcomes:	75% of IEP goals met for students with severe disabilities.	Actual Annual Measurable Outcomes:	79% of IEP goals have been met for students with severe disabilities. These results indicate that we have exceeded the goal.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS by 5% from the previous year.	$6,600 (Substitute Teachers)	1. Utilization data for ULS/N2Y: the data reflects an increase of 248 log-ins; this is a 6% increase during September 2015 through March 2016.	(1000-1999 Series) (3000-3999 Series) No Cost for Substitute teachers
2. Provide in-service training in Pro-ACT for all new teachers and paraeducators and staff recommended for re-training by site administrators.	$6,600 (Substitute Teachers)	2. Special Schools trainings were conducted in July and November 2015, and in January and March 2016. Additional trainings scheduled in April, May, and July 2016.	(1000-1999 Series) (2000-2999 Series) (3000-3999 Series) $4,341 (Substitute Teachers and Substitute Paraeducators)
3. Continue data collection and monitoring to reduce the frequency and duration of emergency behavioral interventions from 2.5% from the previous year.	No Cost	3. Frequency has increased overall. SES continues to get referrals for students with the most severe behavioral challenges. Behavior data is skewed by approximately five students that have had multiple behavior emergencies. This goal will be rewritten for 2016-17.	$0
Scope of service: Special Schools-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Special Schools-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The expected Annual Measurable Outcome will be 80% of IEP goals met for students with severe disabilities in 2016-17. Pro-ACT training will continue in the upcoming year for staff who have not received this training. The goal for reducing the frequency of emergency behavioral interventions is rewritten for 2016-17. This present goal was skewed by a few number of students having multiple behavior emergencies and was redefined. The new goal will measure the percentage of individual students meeting their annual IEP behavioral goals. In 2016-17, the percentage of behavioral goals met will be the baseline indicator to monitor progress.		

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.2.** Retain highly qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction, provide student support services within Special Schools and alternative settings, as well as assist students with academic achievement.	Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.	Actual Annual Measurable Outcomes:	ACCESS students are taught by highly qualified teachers who have received professional development targeting the new ELA materials, CM strategies, CAASPP Assessments, and preparation for WASC accreditation. Similarly, Special Schools' students are taught by highly qualified teachers who have received professional development targeting content standards, behavioral interventions, and AT/AAC certification.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools, and ensure ongoing professional development is provided to support student achievement.	$48,727,822 Certificated Instructional Salaries and Benefits	1. High-quality staff are retained due to assignment options, salary, benefits, population served, professional development opportunities, and well-maintained school environments.	(1000-1999) (3000-3999) $48,512,972 Certificated Instructional Salaries and Benefits
2. Continue to ensure high-quality academic and clinical support services for all students.	$3,674,638 Certificated Pupil Support Salaries and Benefits	2. High-quality staff are retained due to assignment options, salary, benefits, population served, professional development opportunities, and well-maintained school environments.	(1000-1999) (3000-3999) $3,500,977 Certificated Pupil Support Salaries and Benefits
3. Continue to provide classroom and individual instructional support to assist students to achieve academic success.	$18,905,335 Classified Support Services Salaries and Benefits	3. High-quality staff are retained due to assignment options, salary, benefits, population served, professional development opportunities, and well-maintained school environments.	(2000-2999) (3000-3999) $18,852,403 Classified Support Services Salaries and Benefits

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to a significantly low turn-over of staff of less than 1%, data indicates that our schools are retaining our qualified staff. During the 2016-17 school year, professional development, instructional materials and supplies, and well-maintained sites will continue to be provided to support staff in their work with students.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.3.** Expand instructional and behavioral interventions and support services to address the critical needs of students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Pupils	

Expected Annual Measurable Outcomes:	Improve attendance rate of 83% and lower dropout rate of 7.3%; Increase to 70% the achievement of independence as indicated within IEPs for students with severe disabilities; Reduce the frequency and duration of behavioral interventions and emergencies by 2.5% from the previous year.	Actual Annual Measurable Outcomes:	As of Month 8, the attendance rate of community school students was 73.2%; the final attendance rate will be calculated at the end of June 2016. The drop-out rate for the same period has fallen to 6.91% and it is expected that we will continue surpassing the goal of 7.3%. (Middle school dropout rates do not apply as the number of middle school students enrolled in our program is not statistically significant, and middle school students are returned to districts at the beginning of ninth grade. Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts.) The goal of 70% achievement of independence as indicated on student IEPs with severe disabilities was met during the 2015-16 school year. The reduction of behavioral interventions and emergencies has not occurred during this school year based upon the behavior data being skewed by approximately five students who have had multiple severe behavioral emergencies.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. The funding for Principal for Special Projects and Services continues to be on hold.	($180,560 – On Hold)	1. This position for Principal for Special Projects and Services continues to be on hold and will be evaluated at the end of the school year.	$0
2. Expand our outreach and truancy response efforts to more effectively track attendance by hiring two Truancy and Recovery Technicians to address this issue.	$119,746	2. One Truancy and Recovery Technician was hired in October 2015 to serve AUs 103 and 104, and a decrease in truancy has been noted due to these efforts. The second position is currently on hold.	(2000-2999) (3000-3999) (5000-5999) $119,746
3. Determine the effectiveness of the Pro-ACT, a risk management, safety enhancement tool used to reduce behavioral episodes in the classroom, and Why Try, a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics.	$7,000 (If deemed effective)	3. Seven Pro-ACT trainings took place during 2015-16. Sixty-two staff members were trained as of the end of February 2016. Two additional trainings are planned before the end of the school year with approximately 25 additional staff members participating. Why Try training did not occur this year, but a retraining is scheduled for 2016-17.	(5000-5999) $2,476
4. Continue to offer GradPoint Online Learning Solution.	$211,050/ $21,600 (training)	4. During 2015-16, 154 staff members were trained in the GradPoint Online Learning Solution.	(5000-5999) $211,050/ $21,600 (training)
5. Increase the number of ACCESS community school clinicians funded by LCAP to two, and then increase the number of ACCESS community school clinical interns.	$230,666	5. Two ACCESS community school clinicians were funded by the LCAP during the 2015-16 school year, with additional interns assigned to serve the community schools.	(1000-1999) (3000-3999) $230,666
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service: ACCESS-wide		Scope of service: ACCESS-wide	
1. Maintain ongoing case management of homeless students and families.	No Cost	1. The ACCESS Homeless Liaison continues to maintain an active case load of homeless students and families.	No Cost (This position is funded by Title I Programs)

2. Continue providing bus passes for qualifying students to increase school attendance and access.	$10,000 Supplemental and Concentration Grants	2. Bus passes were provided to qualifying students to support school attendance and student achievement. More bus passes were distributed than originally intended due to an increased need.	(5000-5999) $12,025
3. Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	$10,000 Supplemental and Concentration Grants	3. Each administrative unit received an allotment of school supplies for low income students in February 2016; 300 bags of school supplies were distributed for student use.	(4000-4999) $6,709
4. Train new ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.	No Cost	4. *2-1-1 Orange County* training was held January 15, 2016; an additional training will be scheduled, if need or requested by staff.	No Cost
5. Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	$5,000 Supplemental and Concentration Grants	5. One student has requested and received funding to take the ACT test; funds continue to be available.	(5000-5999) $60
6. Investigate additional opportunities for certificated and classified staff to attend workshops and trainings that address the unique needs of low-income students.	No Cost	6. Flyers advertising training opportunities were sent to administrators and teachers regarding workshops that address the needs of low-income students.	No Cost
Scope of service: ACCESS-wide __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Homeless___		Scope of service: ACCESS-wide __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)__Homeless_____	
Increase the number of Pro-ACT Trainings, ULS Trainings, and AT/AAC Trainings by 5% from the previous year.	$3,000	This goal was met through the trainings for Pro-ACT, behavioral interventions, and AT/AAC certification provided throughout the year.	(5000-5999) $187
Scope of service: Special Schools-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Special Schools-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With changes in the population of students being referred to ACCESS, students are exhibiting greater school attendance issues and arrive with a history of frequent truancies. The challenge of meeting the increased attendance goal is becoming more problematic and requires additional resources. To that end, four college and career counselors were hired using LCFF funds to support student school engagement, and four community school clinicians will be assigned to serve the community administrative units in the 2016-17 school year. An additional Truancy Recovery Technician is expected to be hired next year to support two additional administrative units to improve school attendance and student achievement. Feedback from staff, students, and parents indicate that the services providing school supplies, bus passes, and funds to support college entrance has been effective and well-received. As Special Schools' administrators analyzed the behavior data, it was determined that the goal to decrease behavioral interventions needed to be redefined. A more appropriate measure for improving individual student behavior has been drafted for the 2016-17 school year which will allow staff to monitor individual student progress as measured by each student needing his/her behavioral goals in the IEP.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.4.** Develop a school Progressive Discipline Plan.	Related State and/or Local Priorities: 1X 2__ 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All ACCESS Schools
	Applicable Pupil Subgroups:	All ACCESS Pupils

Expected Annual Measurable Outcomes:	Increase support services for all students in the areas of behavioral and social development in order to reduce the annual number of suspensions from the baseline of 1.4% (as reported in the 2013-2014 School Accountability Report Card) to 1.3%. (Expulsion rates do not apply as we do not expel students.)	Actual Annual Measurable Outcomes:	As reported in the 2014-15 School Accountability Report Card, the suspension rate reduced from 1.4% to 0.9%. This data clearly indicates that we far exceeded the goal that was set. (Expulsion rates do not apply as we do not expel students.)

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Committee will draft the Progressive Intervention Plan best suited to meet ACCESS Juvenile Court and Community School needs and submit to ACCESS Leadership Team for approval. Begin implementation and usage of the Plan. Provide staff training on the implementation of the school Progressive Intervention Plan and communicate the interventions to parents and families.	No Cost	1. A draft Progressive Intervention Plan was not completed this year as the focus of the committee became revising the Student Consultation Team process to become the Student Intervention Team (SIT) with revised forms. The rollout and training of this redefined process took place during the 2015-16 school year.	(5000-5999) $1,099

2. Increase the number of administrators, teachers, and staff trained in Restorative Justice.	$5,000	2. Restorative Justice Practices were presented to the Leadership Team on April 27, 2016. Next steps include collecting feedback from the Leadership Team regarding the capacity and resources for implementation. Restorative Justice workshop flyers were sent to administrators and teachers regarding available trainings. A total of 21 ACCESS personnel were trained during the 2015-16 school year.	$0
Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During 2015-16, eight members of the Leadership Team, including directors, principals, and managers, were trained on Multi-Tiered Systems of Support (MTSS). This training has shifted the implementation of a Progressive Intervention Plan to the planning team for MTSS. Restorative Justice practices and implementation will begin to be piloted at selected school sites in the 2016-17 school year.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$_13,683,554____

The goals of our programs are to provide students throughout Orange County who are referred by school districts, probation, or social services with high quality education, interventions, support services, and program options in alternative settings. Students who participate in ACCESS programs may have social/behavioral problems, mental health challenges, probation or dependent status, placement in group homes, and/or have had issues with homelessness. ACCESS also provides programs for referred students who are motivated and feel that traditional schools do not meet their academic goals, or may prefer a home schooling option. Our Special Schools program provides services to the most significantly disabled students from infant to 22 years of age on behalf of school districts. Both ACCESS and Special Schools Programs strive to provide a continuum of services for agency partners and school districts to serve all students in our alternative settings to be college and career ready.

Due to the extensive needs of our diverse population, we have chosen to use our proportionate share of the total LCFF increase of $13,683,554 in Supplemental and Concentration Grant funding to strengthen our existing programs. We have experienced an ongoing decrease in enrollment over the past four years due to districts developing intervention programs and services resulting in less referrals to the specialized programs offered by OCDE. Although we have fewer students, the majority of students we now serve enter our program with intensive needs and severe academic deficiencies. Consequently, OCDE has chosen not to reduce staff and to instead add staff in order to operate specific programs designed to support these highly at-risk students. Given that more than 80% of our students qualify for Free and Reduced Price Lunches, are English Learners, and/or are foster youth, the majority of the actions and services listed above in this document are targeted to serve "All Students" because they address common academic and behavioral issues. Therefore, we plan to utilize additional LCFF funding in the following ways:

- Continue to upgrade and improve technology infrastructure to support 21st Century learning skills.
- Maintain the utilization of educational software that will enhance student skills and continue to support ongoing costs.
- Expand our parent and pupil engagement opportunities to improve school climate, which will include increasing the number of parent classes and events.
- Expand adult placement options for the most significantly disabled students by updating the OCDE Transition Resource Directory.
- Provide funding for four College and Career Readiness Counselors.
- Increase the number of specialized trainings on instructional strategies and interventions for Special Schools staff.
- Collaborate with Child Welfare Attendance Directors to monitor gaps in services in the current Tri-Annual Countywide Expulsion Plan.
- Continue to hire new tutors and ELDAs to assist students in mastering strategies and implementation of California State Standards and 21st Century skills.
- Establish a countywide database for foster youth to monitor academic outcomes.
- Hire an additional Community School Nurse to address the health needs of students and support their academic progress.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

13.55	%

In addition, we recognize the need to improve achievement outcomes for the most at-risk learners, including low income pupils, foster youth, and English learners. The following instructional strategies substantially exceed the 13.55% increase in funding for low income students, foster youth subgroups, and English Learners. This plan will improve services for these subgroups by the following actions:

- Provide additional computers and devices for students to utilize.
- Develop a laptop and hot spot check-out system for students.
- Partner with community organizations to assist low-income students with basic needs.
- Improve communication with students, parents, and families via School Messenger, Aeries.net, and other outreach programs.
- Provide access to public transportation to increase attendance and improve learning opportunities.
- Provide supplemental academic support to encourage student academic achievement through increased school tutoring.
- Maintain social emotional support for students by funding Social Service Clinicians and increasing truancy response efforts.
- Hire ELDAs to implement the ELDA Program in the Juvenile Court Schools and identified Community Schools.
- For foster youth, increase access to courses for credit recovery and additional academic support through access to educational software programs.
- Hire a Foster Youth Services Coordinator to manage the academic needs of foster youth in ACCESS.
- Provide training for teachers to understand and develop strategies to support foster youth facing trauma.
- Provide access to GradPoint online curriculum software which allows students to enroll in (A-G) high school courses.
- Provide ongoing monitoring of the progress of redesignated fluent English proficient pupils.
- Provide financial assistance for college entrance assessments and other expenses related to college applications.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

Appendices

Appendix A: Summary of LCAP Identified Areas for Increased or Improved Services for Students

Appendix B: Ethnic Demographic Breakdown

Appendix C: LCAP Survey Results

- ACCESS Parents
- ACCESS Students
- ACCESS Instructional Staff
- ACCESS Non-Instructional Staff
- Special Schools Parents
- Special Schools Students
- Special Schools Staff

Appendix D: Orange County School Employees Association Letter of Support

Appendix E: Acronyms and Abbreviations

Summary of LCAP Identified Areas for Increased or Improved Services for Students

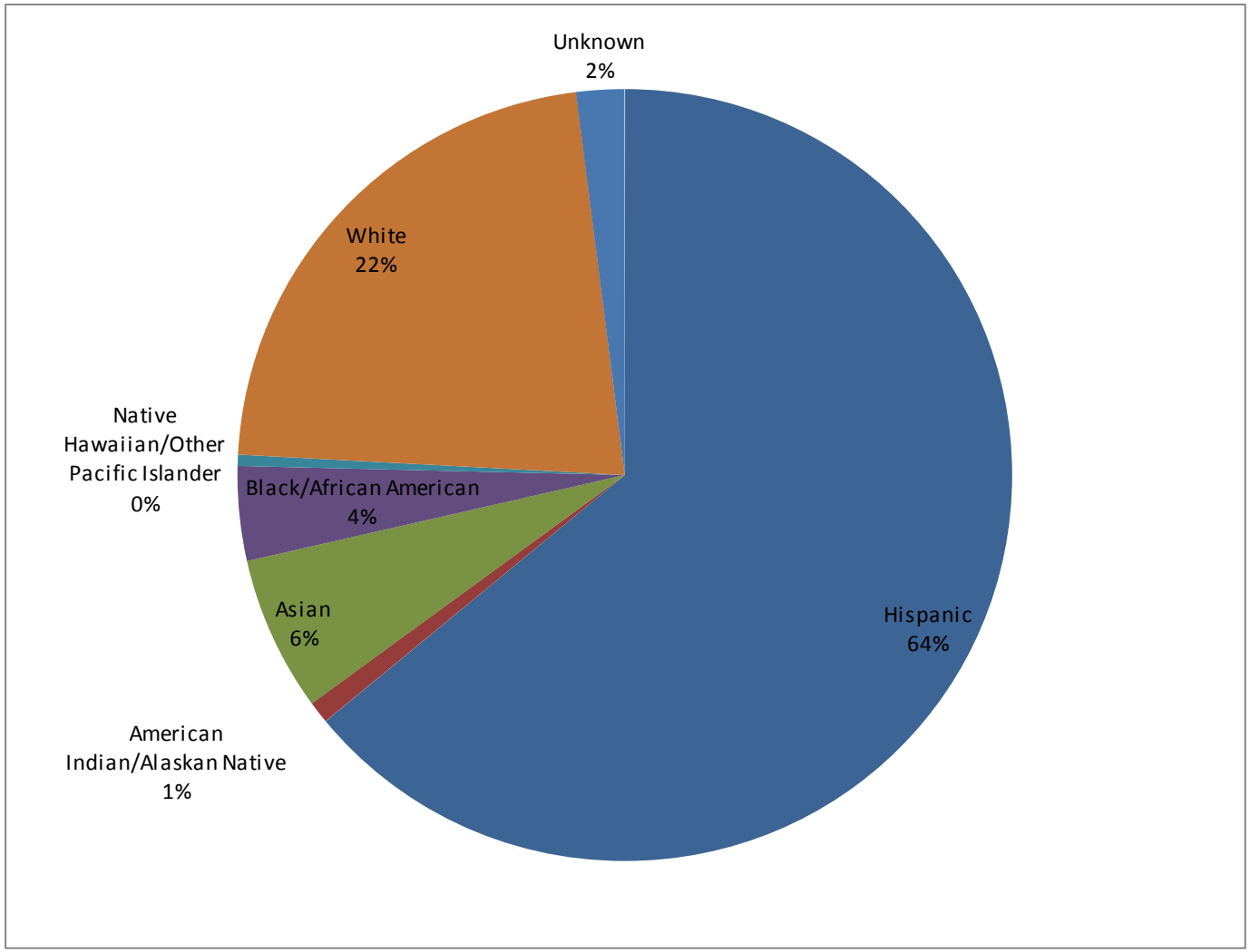
2016-2017

Conditions of Learning: **State Priorities 1, 2, 7, 9, and 10**	**Pupil Outcomes:** **State Priorities 4 and 8**	**Engagement:** **State Priorities 3, 5, and 6**
Priority 1: Basic Services • Upgrade technology hardware at school sites • Purchase new California State Standards-aligned texts and materials • Hire an ACCESS community school nurse **Priority 2: Implementation of State Standards** • Continue to meet the federally-defined targets for EL students • Increase the number of college and career placements for Deaf and Hard of Hearing (D/HH) students • Purchase new California State Standards aligned materials for social science • Implement Project-Based Learning • Increase student usage of Constructing Meaning tools and strategies • Increase teacher and administration use of Edivate, a professional development tool and resource • Pilot California State Standards aligned materials for science	**Priority 4: Pupil Achievement** • Provide on-going professional development • Increase independence for Special Schools students • Continue to meet federal targets for English Learners • Increase student attendance • Increase graduation rates • Decrease dropout rates • Expand tutoring support • Maintain English language development support • Increase achievement of independence for students with severe disabilities • Increase the number of college and career placements for D/HH students • Increase the number of adult program placements for student with severe disabilities • Designate 3 model classrooms in ACCESS that effectively utilize technology • Expand the use of PBL projects	**Priority 3: Parent Involvement** • Offer Parent Information Nights in each Community School AU in the fall and spring • Provide parent training events • Distribute ACCESS-wide calendar of parent events • Expand the use of School Messenger System • Offer translation and interpretation services for parents • Continue to utilize parent surveys to effect change • Implement Aeries.net to provide parents with access to student academic information **Priority 5: Pupil Engagement** • Increase student attendance in ACCESS Community Schools • Decrease dropout rate • Increase graduation rate for students with 160 credits by September 1st • Expand co-curricular activities that extend learning into the community

Conditions of Learning continued: State Priorities 1, 2, 7, 9, and 10	Pupil Outcomes continued: State Priorities 4 and 8	Engagement continued: State Priorities 3, 5, and 6
Priority 7: Course Access • Continue the implementation of ACCESS-adopted curriculum and California State Standards that incorporate technology • Increase student usage of GradPoint Online Learning Solution with options for A-G courses **Priority 9: Expelled Youth** • Address and facilitate district-wide discussion of the gaps in the current Countywide Expulsion Plan • Monitor the Countywide Expulsion Plan **Priority 10: Foster Youth** • Implement the Foster Youth Services Plan (FYSP) • Minimize number of school placements for foster youth • Provide foster youth progress reports to case managers	**Priority 8: Other Pupil Outcomes** • Increase staff and student utilization of technology in instruction, learning, and assignments • Increase student usage of GradPoint, ULS, News2You, and other online educational software resources	**Priority 5: Pupil Engagement continued:** • Increase access and usage of technology • Increase student participation in Smarter Balance assessment • Maintain staff to research and apply for grants to expand student services • Design and implement MakerSpace labs • Fund four college and career counselors **Priority 6: School Climate** • Increase the percentage of students that meet their behavior goals in their IEP • Continue the development of the Progressive Intervention Plan and begin implementation • Maintain on-going case management of homeless students and families • Continue the Pro-ACT and Why Try programs • Increase the number of Special Schools staff trained in Pro-ACT, Assistive Technology, and Augmentative Communication • Provide Restorative Justice Training

OCDE STUDENTS
ETHNIC DEMOGRAPHIC BREAKDOWN

All Schools



Local Control Accountability Plan *Parent* Survey Results

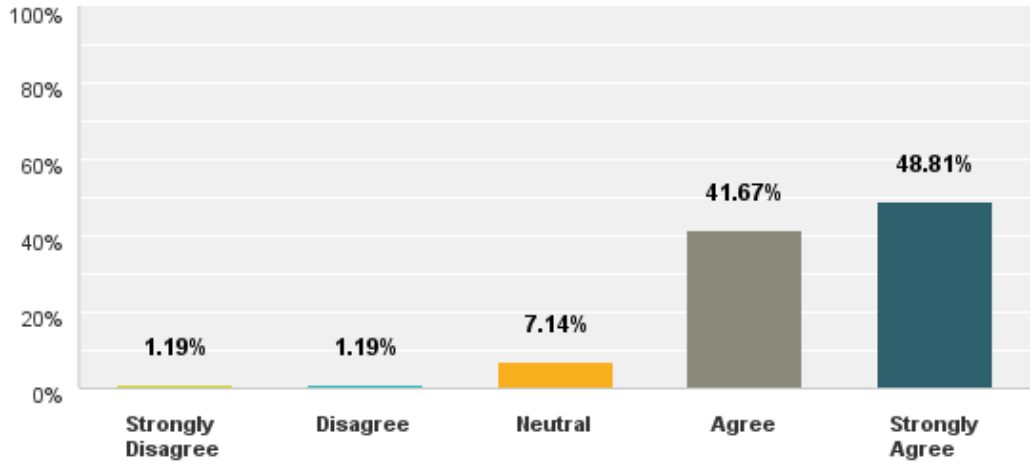
May 2016

171 Total Surveys Received

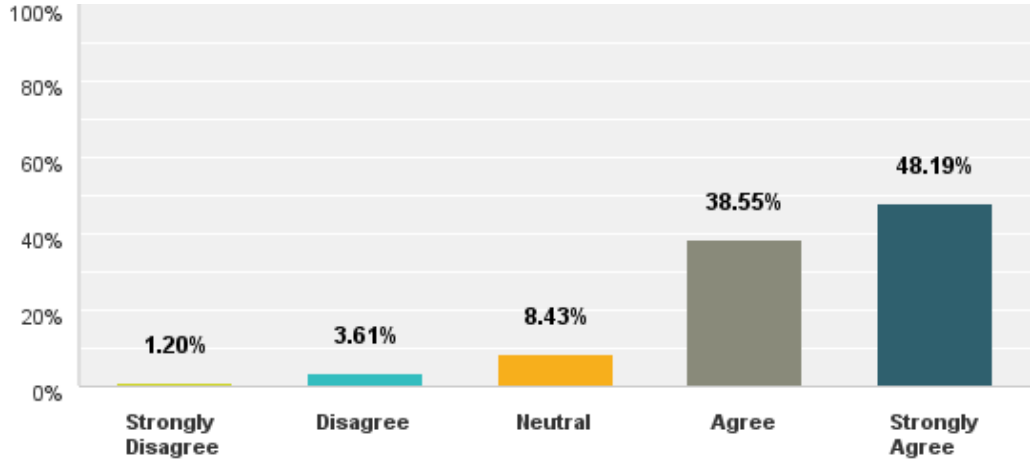
** Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

School Climate

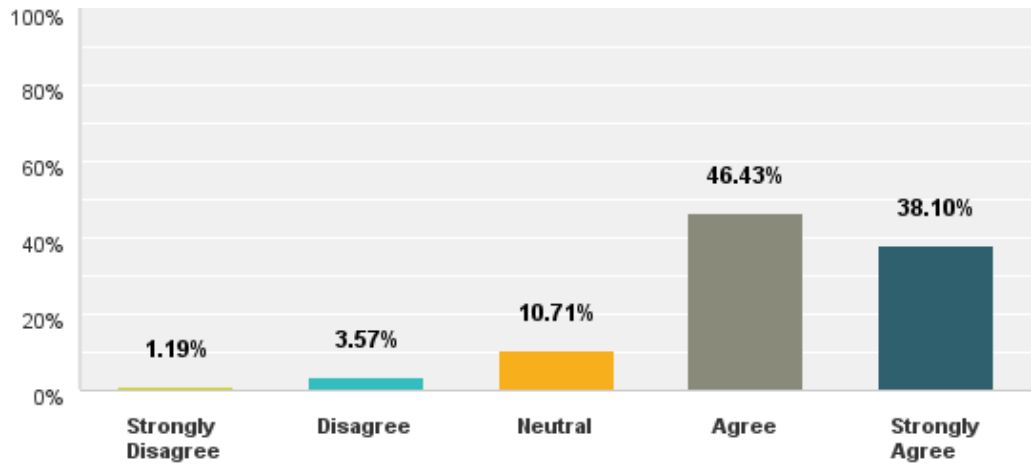
1. The school meets the educational needs of my child.



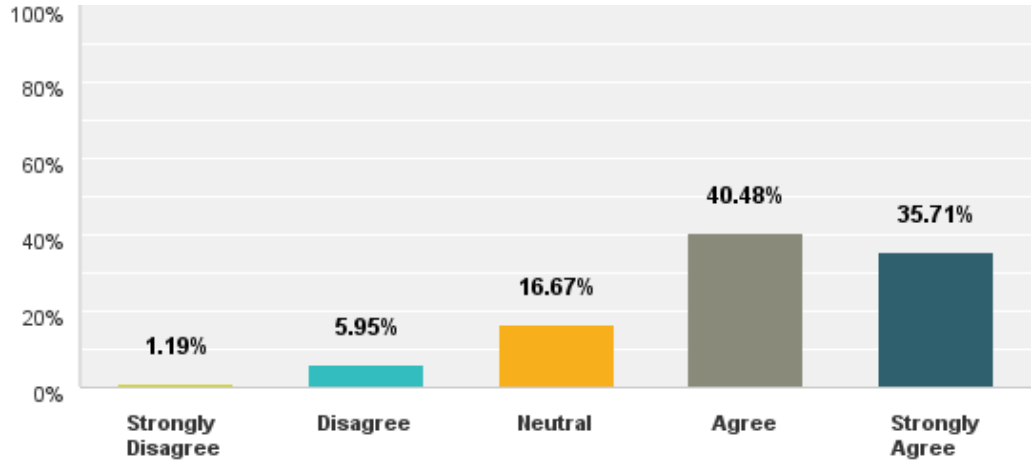
2. The school is a safe place for my child.



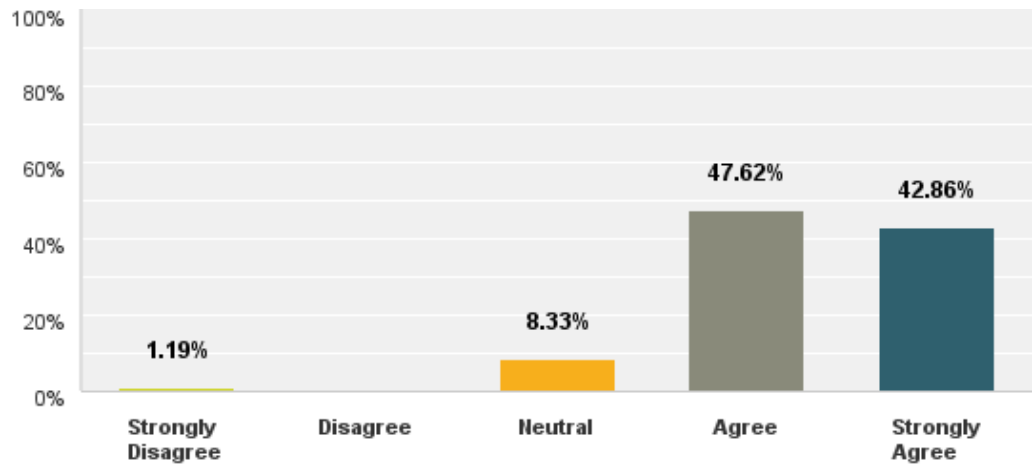
3. I feel my child is making academic progress.



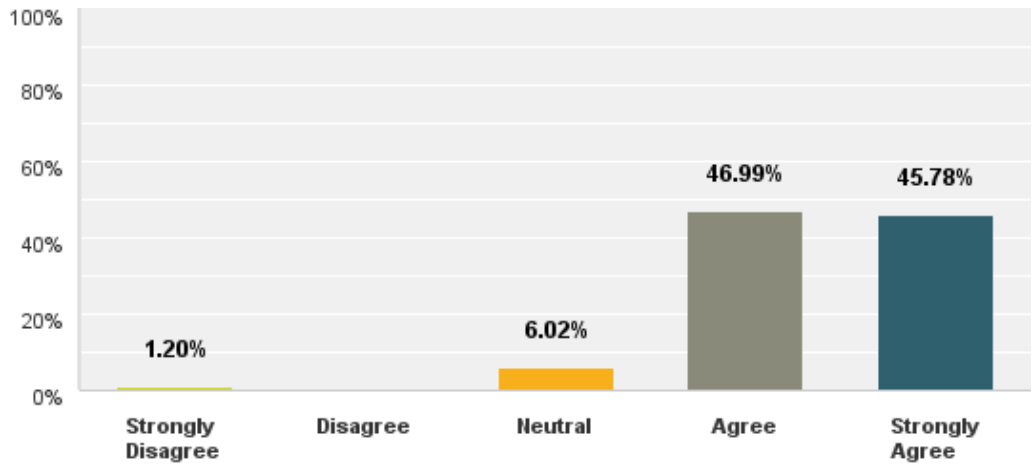
4. I feel my child is making progress in his/her behavior and attendance.



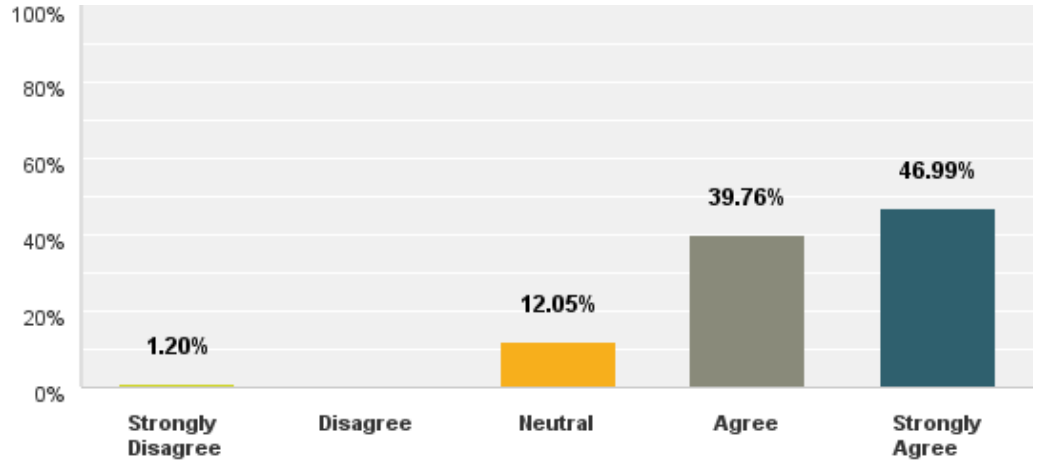
5. The school climate supports student learning.



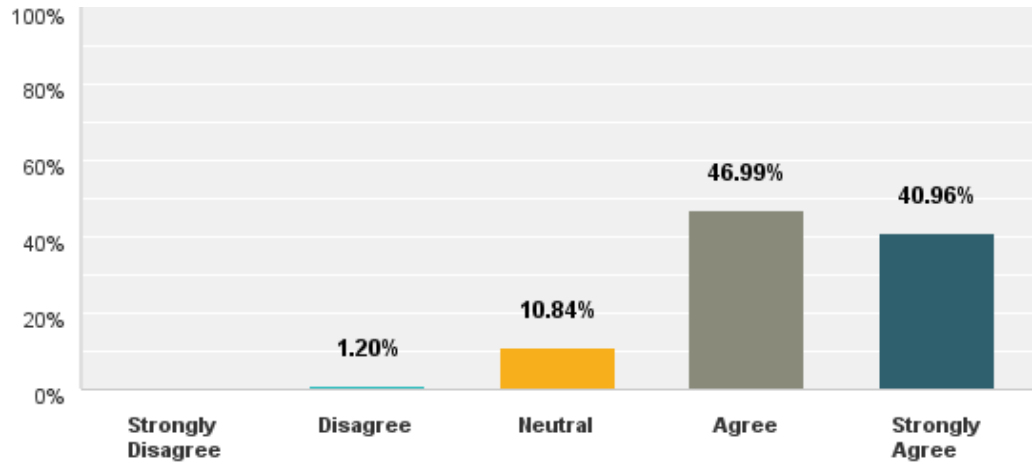
6. Communication from the school is timely and consistent.



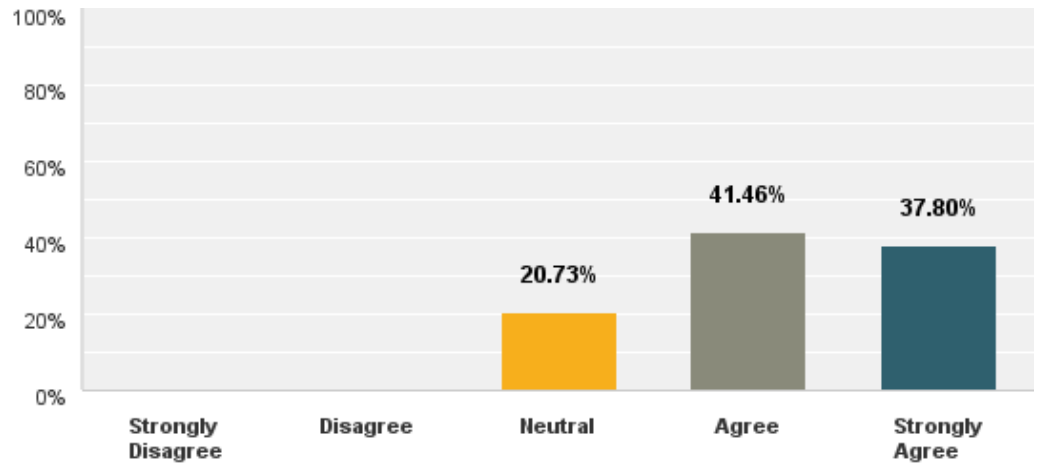
7. I am informed about how my child is doing at school.



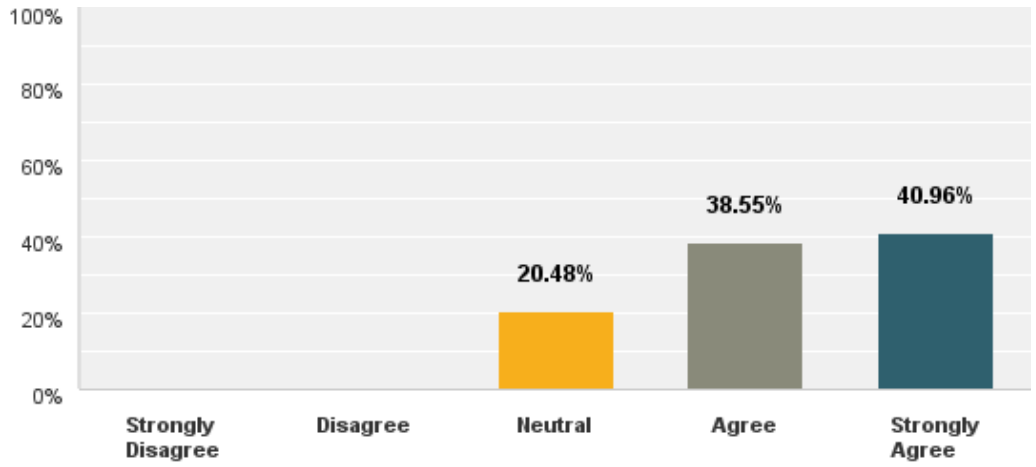
8. I am aware of opportunities to be involved at school if interested.



9. I am in agreement with the priorities of the OCDE school program.



10. My child is being prepared for college, career and/or life.

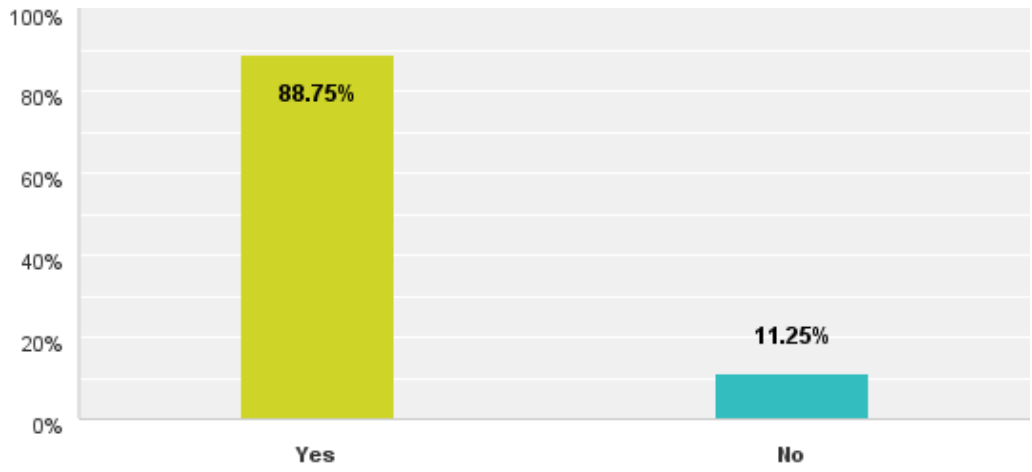


11. If you marked any item as “Strongly Agree” or “Strongly Disagree”, please share how the school can improve in this area.

- *I am a big supporter of this school. My son has made amazing progress and is on the way to college after his program is complete. The staff at his school has always been kind and helpful. We appreciate you all.*
- *I have very good communication with the teachers.*
- *With more educational programs for parents and children. I would also like that more sporting and social events were available, such as ballet classes or dances.*
- *I believe that giving the students more college and university programs so they can raise their self-esteem and will start to think about the university and not think of things on the street.*
- *I believe it would be a lot of help for both children and adults if they were able to classes together that focused on positive habits and responsibilities. I believe it would be a great change towards better understanding, respect and being better people.*
- *My child has worked with many staff, tutors, transition specialists and school liaisons that help with college, school assessments, bus passes, school supplies and just our needs.*
- *I strongly agree that my son is in a safe place because they are trying to help him with his behavior and academic progress.*
- *The school isn't the problem, it's the kids. In my opinion, they have too much freedom and I would prefer that they would have more security. Of course, they are not prisoners but they need a safer school. For example, they need a closed school where they can't just arrive and leave when they want. They need more revision and exams. Hopefully, my point of view helps you. (Translated from Spanish)*
- *I appreciate everything you do! We are grateful for ACCESS.*

Parent Involvement

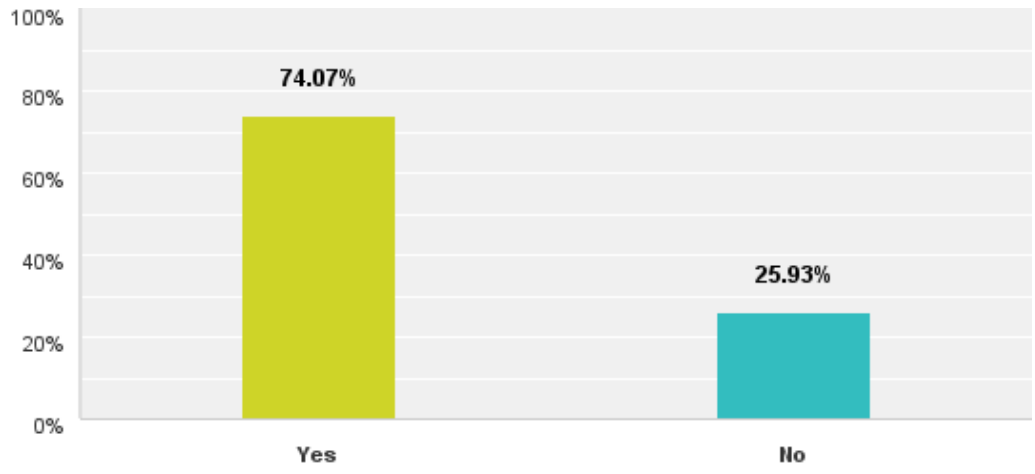
12. I have met with my child's teacher.



If yes, how did you meet:

- *In the classroom.*
- *Conferences*
- *Parent Nights*
- *School Events*
- *Placement Review Meetings*
- *IEP*
- *School Contract Meetings*

13. I have been offered parenting classes.

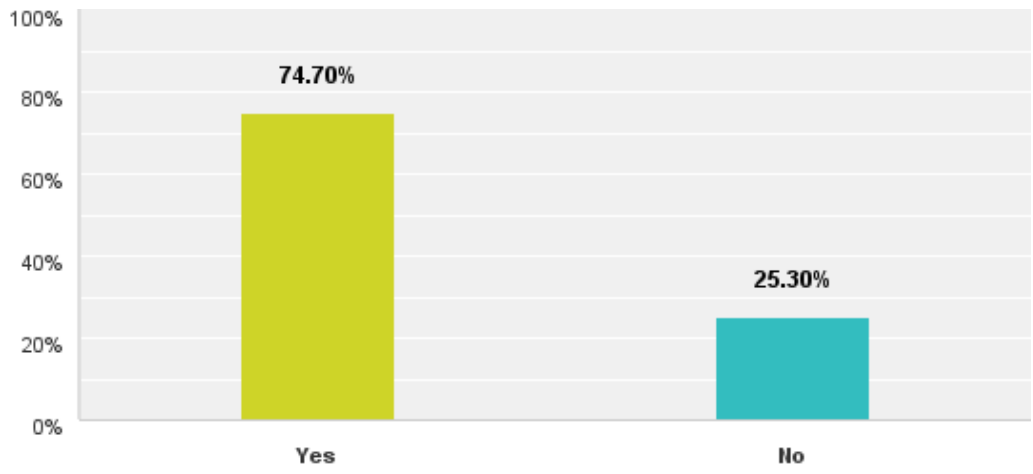


14. I have attended the following events:

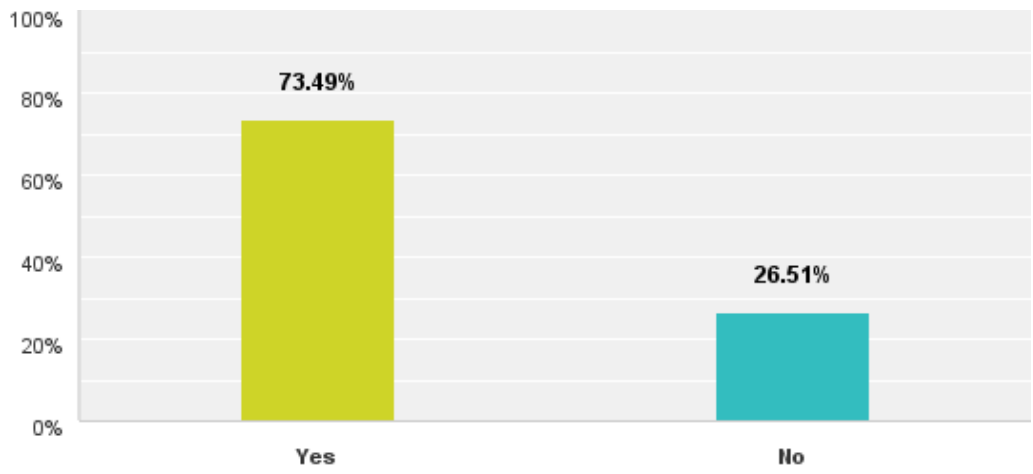
- *Open House*
- *Parenting Class*
- *Parent Nights*
- *Art Fair*
- *Community Event*
- *LCAP parent meeting*
- *Back to School Night*
- *College Events*

Technology

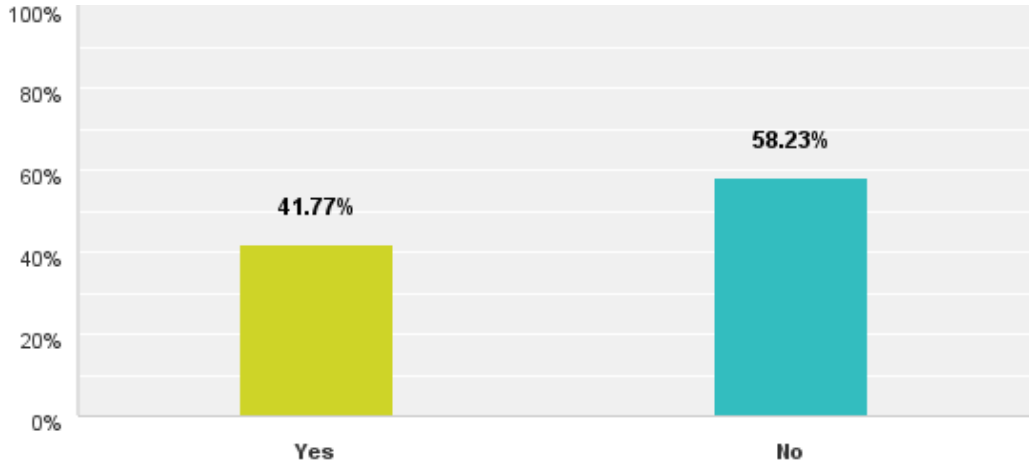
15. Do you use any type of computer device, like a smart phone, tablet etc., at home?



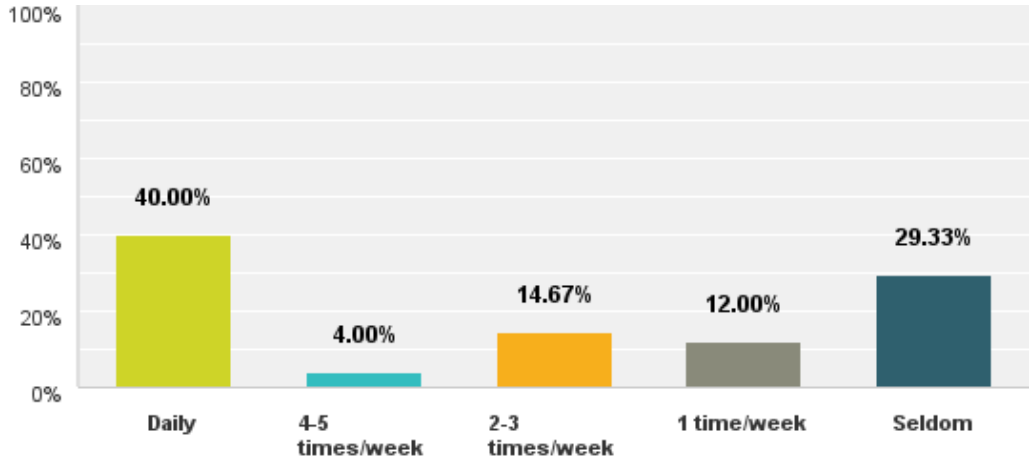
16. Do you have internet access at home?



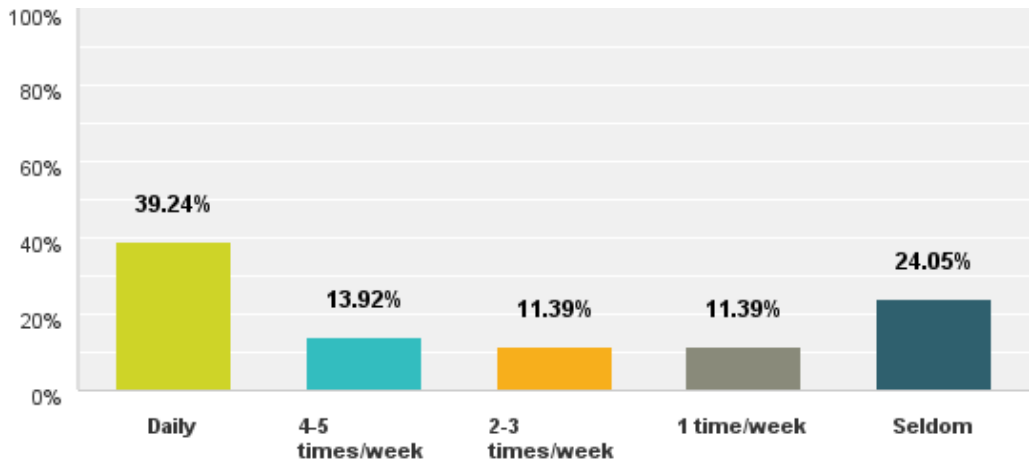
17. Do you have internet access and computer access at work for communicating with school?



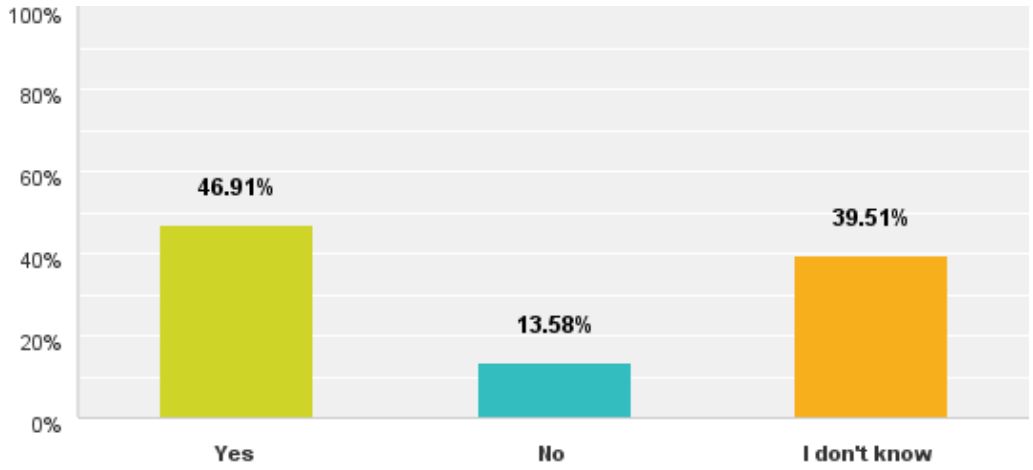
18. How often do you use a computer at home?



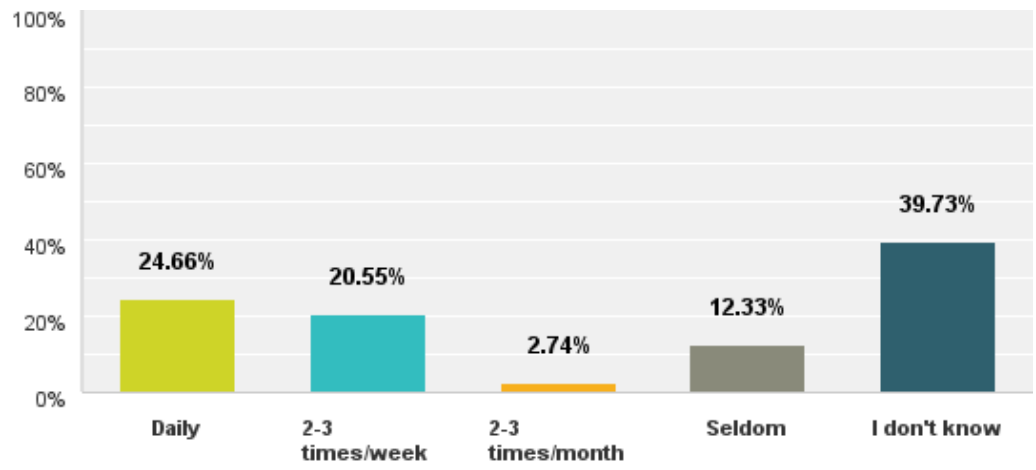
19. How often does your child use a computer at home or outside of school?



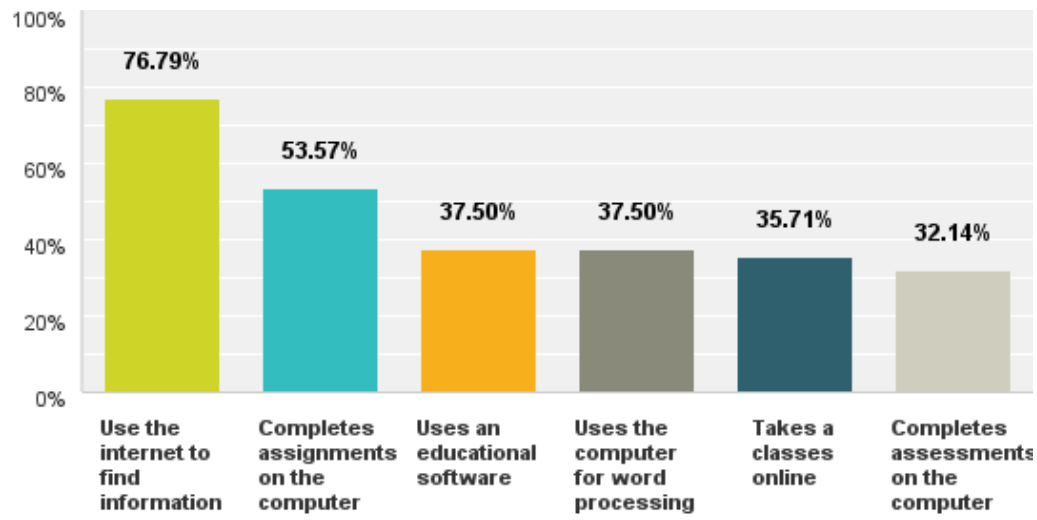
20. Does your child's teacher use a computer for instruction?



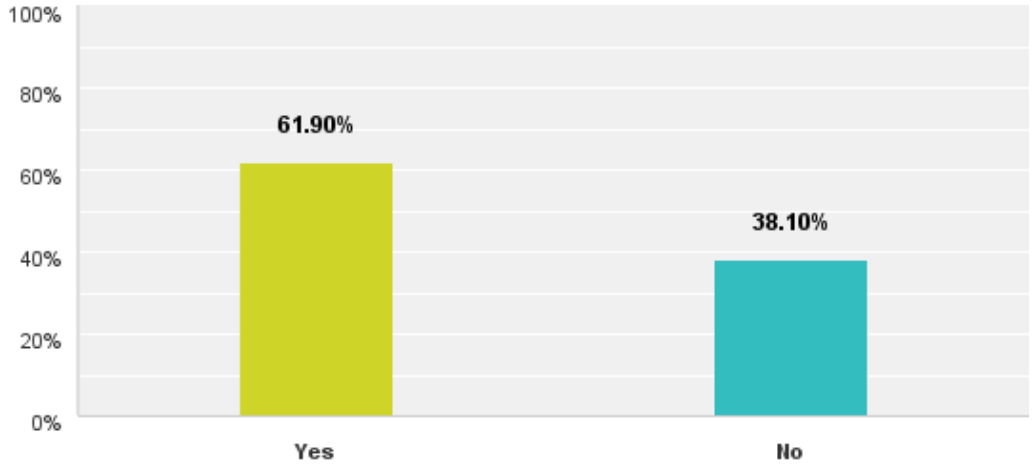
21. If yes, how often is this technology used?



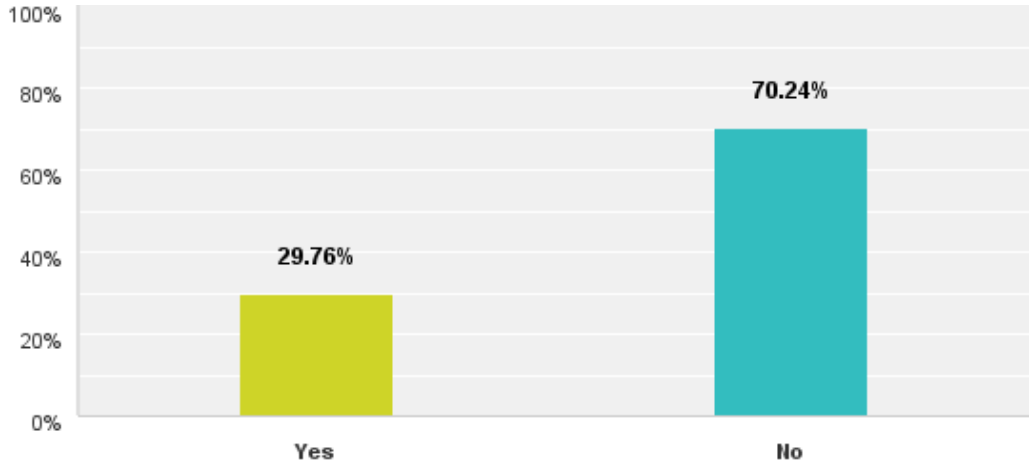
22. Choose all the ways you are aware that your child is using technology at school:



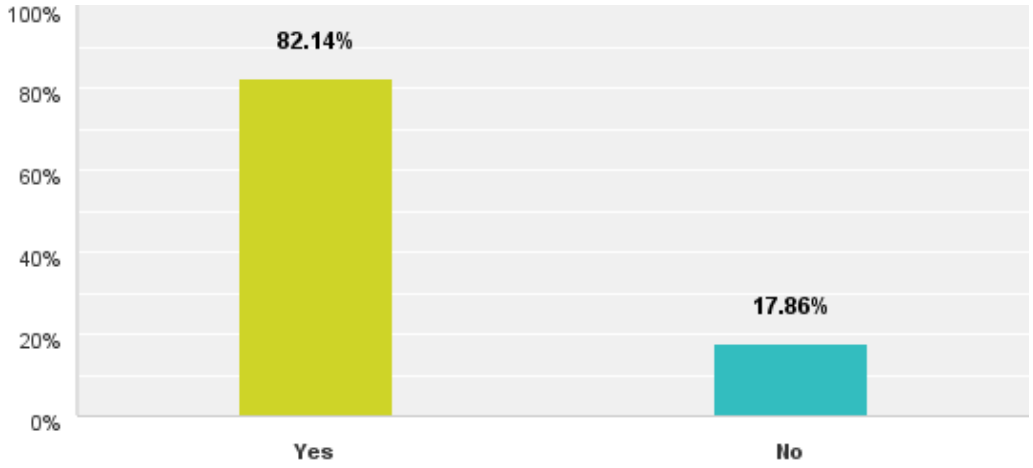
23. Do you use e-mail?



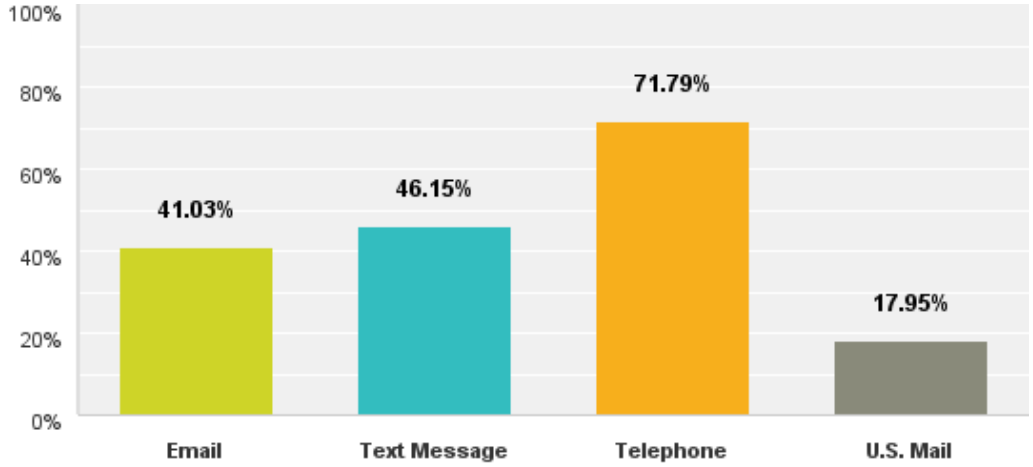
24. Have you ever communicated with your child's teacher or school via email?



25. Do you use text messaging?



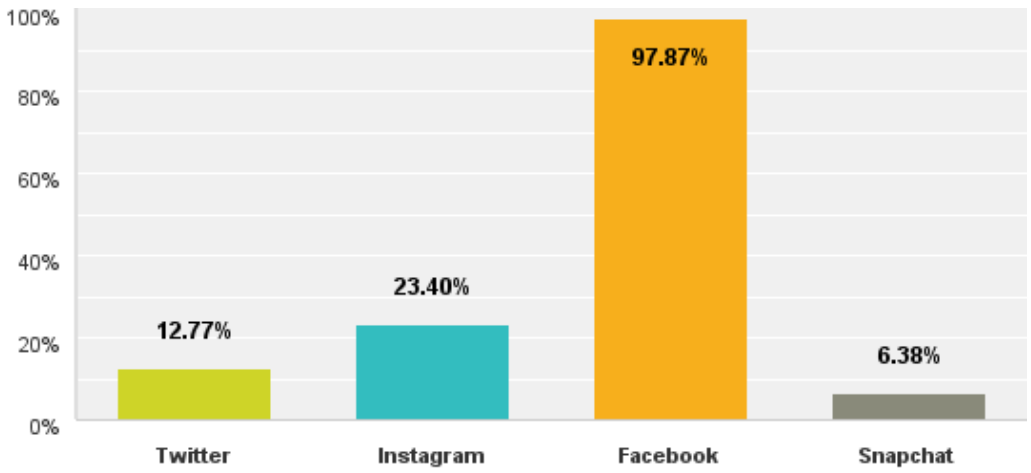
26. What is the best way to receive communication from school?



27. What is the location of your school site?

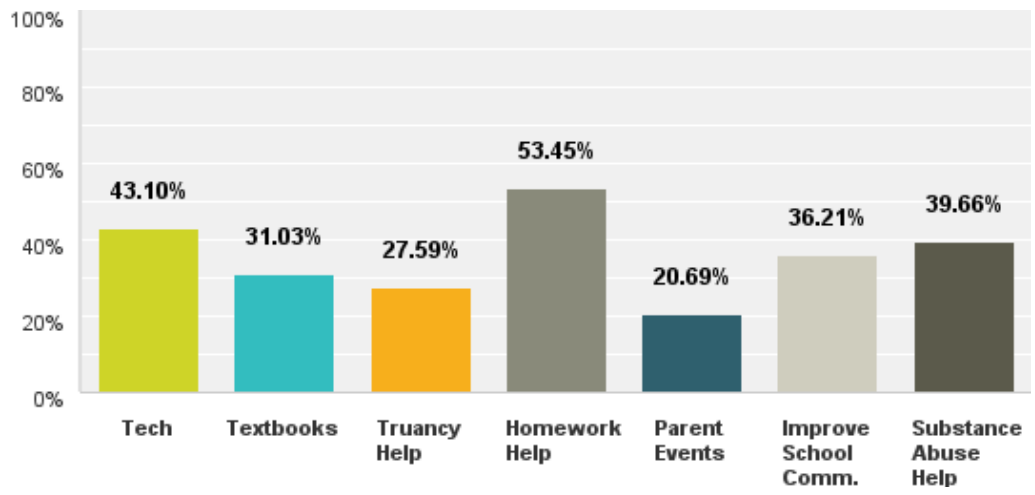
- *Santa Ana*
- *Century*
- *Tustin*
- *Haster*
- *Anaheim*
- *Brookhurst*
- *Euclid*
- *Mission Viejo*
- *La Habra*
- *Fullerton*
- *Harbor*
- *CHEP*
- *Garden Grove*
- *Magnolia*

28. I use the following social media sites:



Additional Comments

29. What are additional ways the school can better meet your child's educational needs?



Other:

- *Transportation/Bus*
- *They should continue to try and help each student recognize their abilities so that they may succeed.*

30. Do you have any additional comments you would like to share with ACCESS staff and administration?

- *I am grateful for everything that my children have received from the school.*
- *I am thankful for all the help in and out of school to help our children make progress and keep studying so that they become better people and have a better future outside of the world of violence and drug addiction.*
- *The school should have some sort of forum for communication regarding supplemental events.*
- *Thank you for supporting us with our kids.*
- *Need access to a parent portal as used by district schools.*
- *Overall the ACCESS program has been wonderful with helping my child meet her educational goals.*
- *Thank you for all of your support! Your willingness to help us has given us hope for our lives. We hope you all are richly blessed in all areas of your lives.*
- *I love Skyview. It is great with both of my children.*
- *Friendly and welcoming*
- *Very good people.*
- *The students need to do activities or sports. Something that will help take them out of the cloud they live in. They need activities.*
- *The following staff has been enormously helpful to the success of my student: the teachers, the Family Community Liaison, and the Principal.*

Local Control Accountability Plan *Student* Survey Results

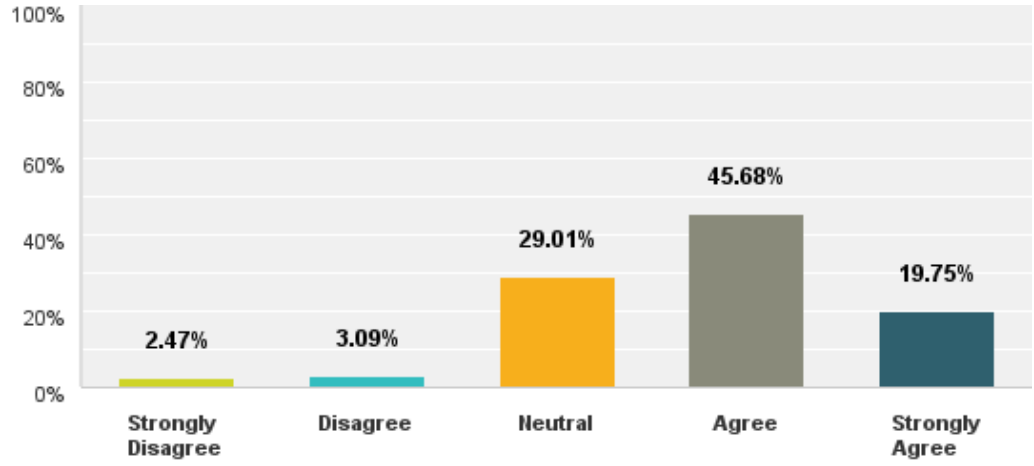
May 2016

1052 Total Surveys Received

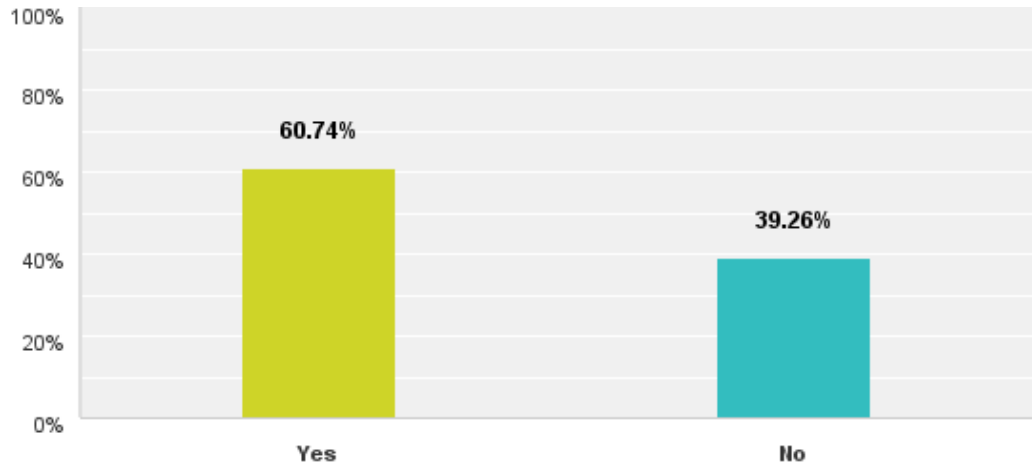
** Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

Curriculum and Classes for the term

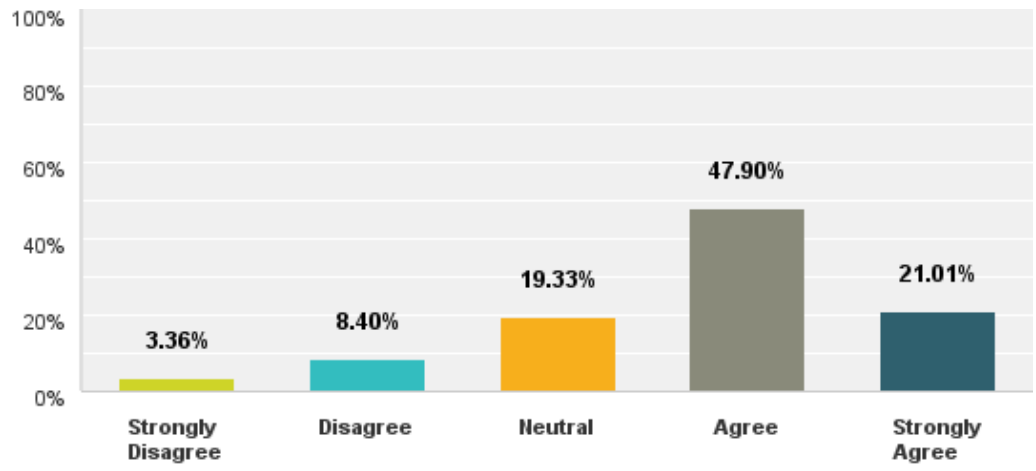
1. My school provides a good education for students.



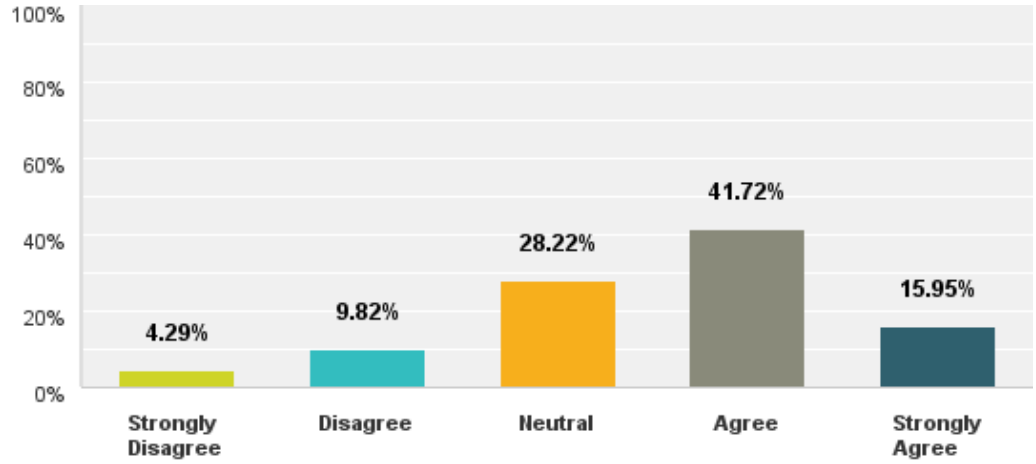
2. I am an English Learner, circle “yes” or “no”.



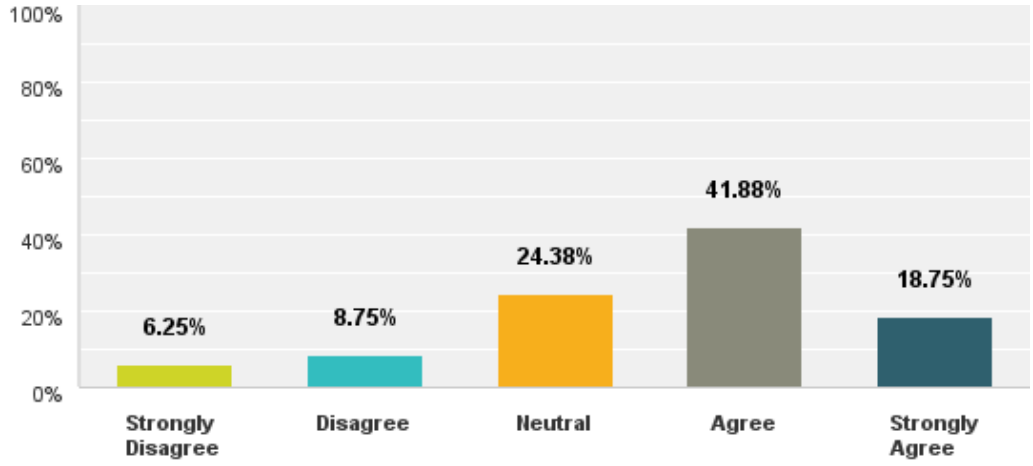
3. If yes, please respond to the following statement: I am being taught to speak, read and write in English.



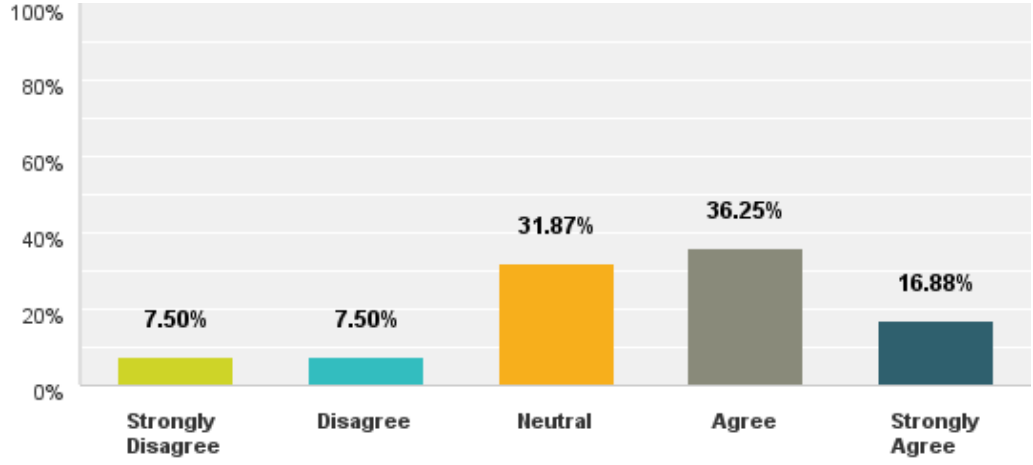
4. My school prepares students for future colleges or career paths.



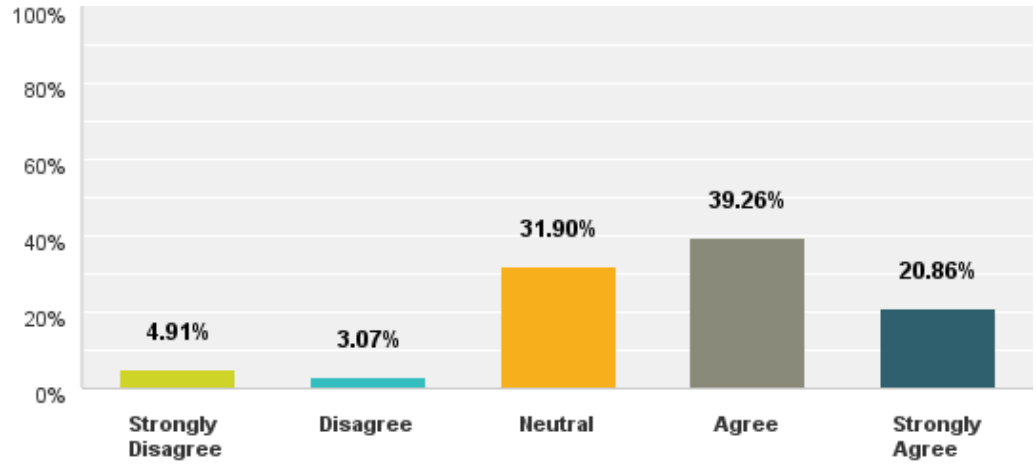
5. My school contacts my parents/guardian if I am often late to school or absent.



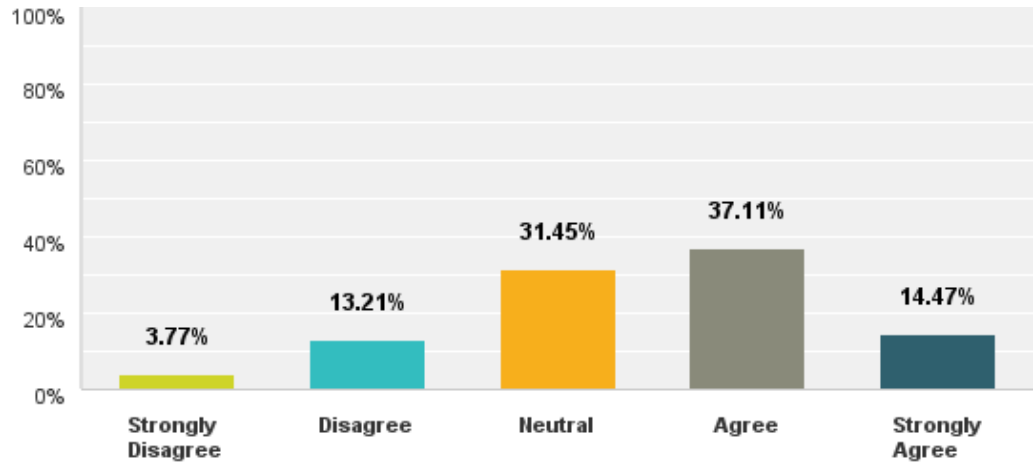
6. I look forward to coming to school each day.



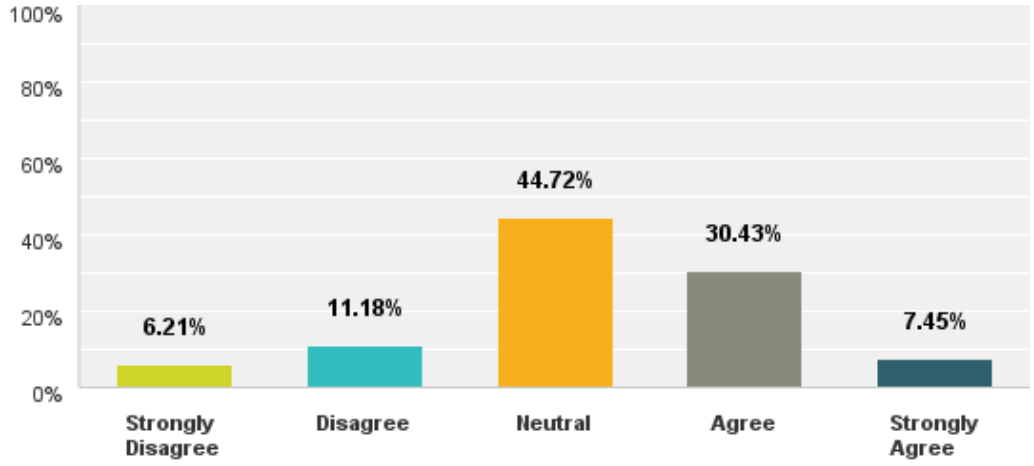
7. I feel safe while at school.



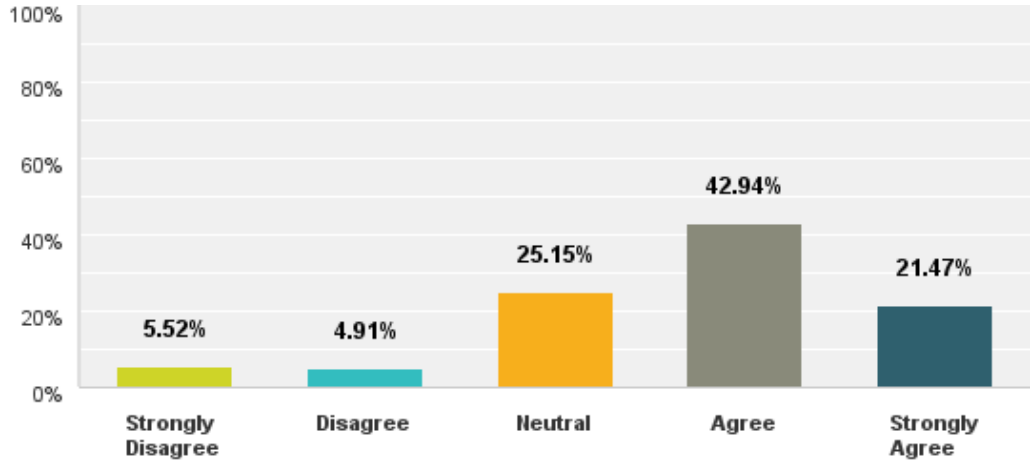
8. My school works with my parents/guardians to help me to be my best in school.



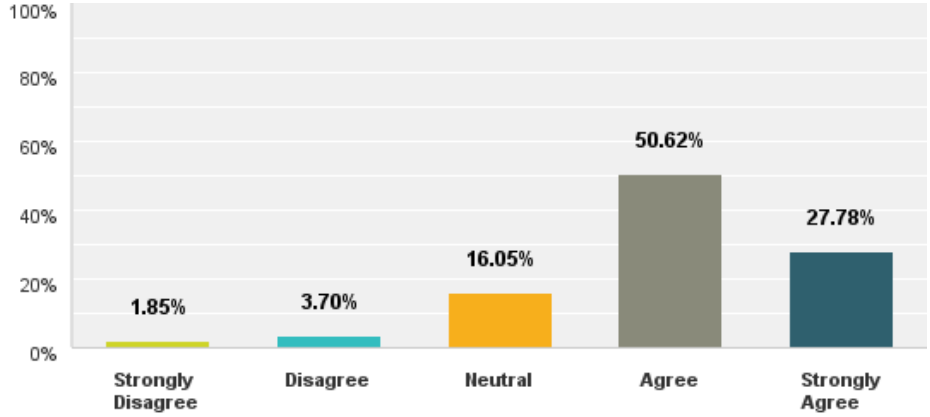
9. My teacher calls or writes my parents/guardian regarding my progress.



10. My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).



11. My school provides textbooks and learning materials to meet the needs of all students, including English Language Learners, students with disabilities, and those who are gifted.

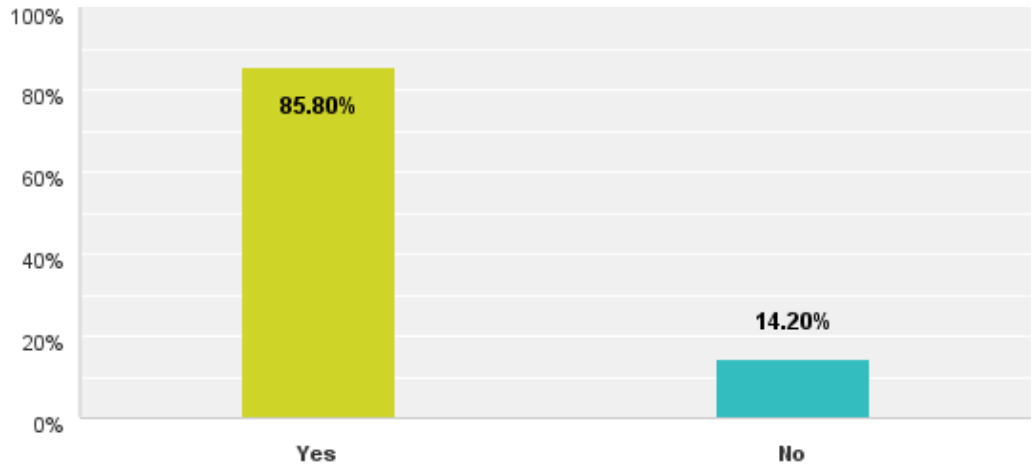


12. If you marked any item as "Strongly Agree" or "Strongly Disagree", please share how the school can improve in this area.

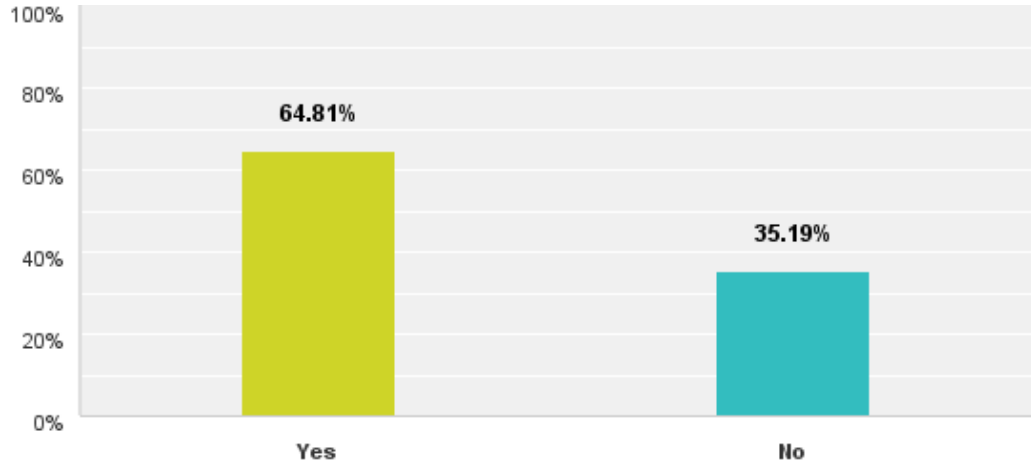
- *As for the education, everything is fine challenging work is always offered and the teachers are incredibly encouraging. I would say no improvement is necessary.*
- *Improve by providing more career courses, preparing for college.*
- *They are helpful and the teachers will try to help even if it takes a long time and guide you through the work.*
- *I think can improve by having breakfast, lunch and start later and have free time and go on phones at break*
- *More student activities to be more involved with student learning.*
- *They are preparing you for future college or career paths. They provide everything you need for school*
- *Buy more gym supplies, eat breakfast every morning, and to let us take break*

Technology

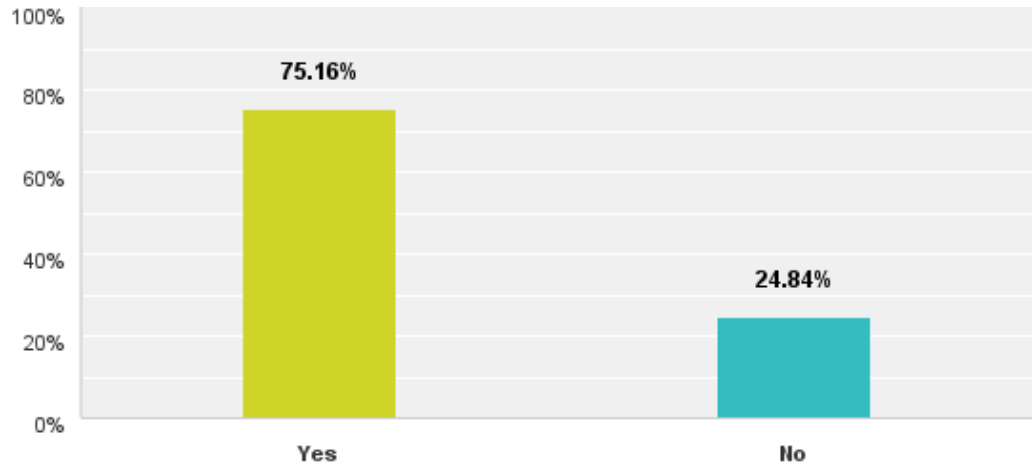
13. Do you use any type of computer device, like a smart phone, tablet, etc., at home?



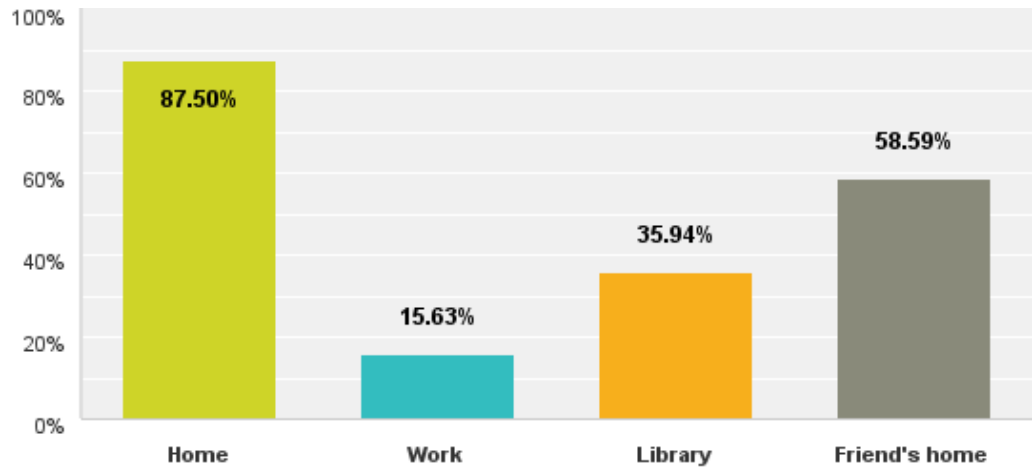
14. Can I use a computer device any time during the school day to work on my assignments?



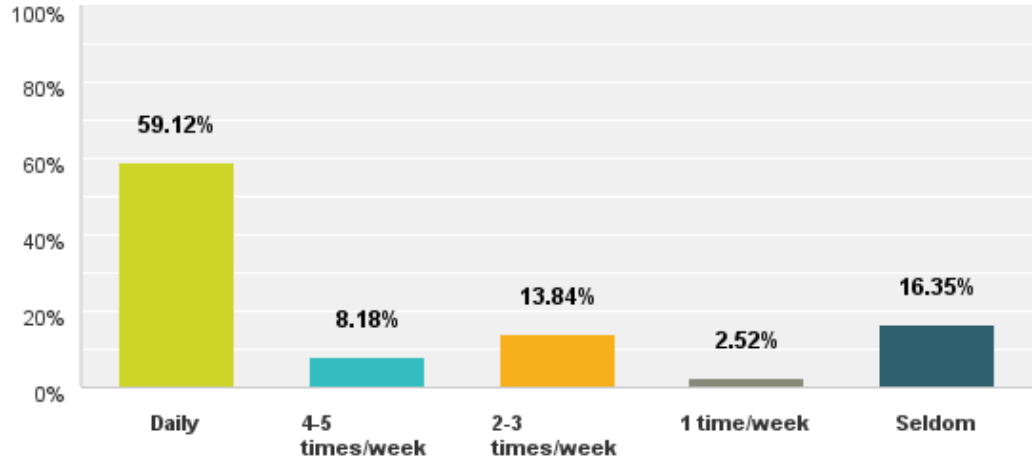
15. Do you have internet access when you are not in school?



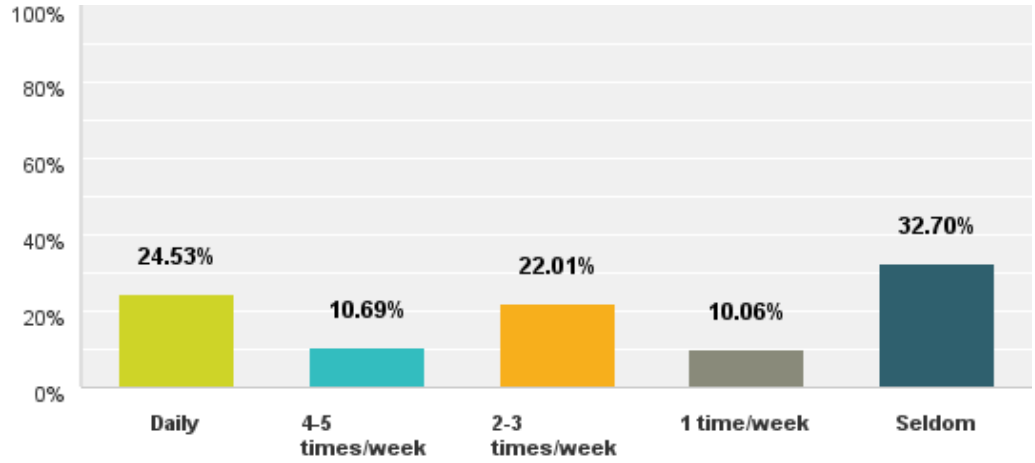
16. If so, where? Choose all places you have access to the internet.



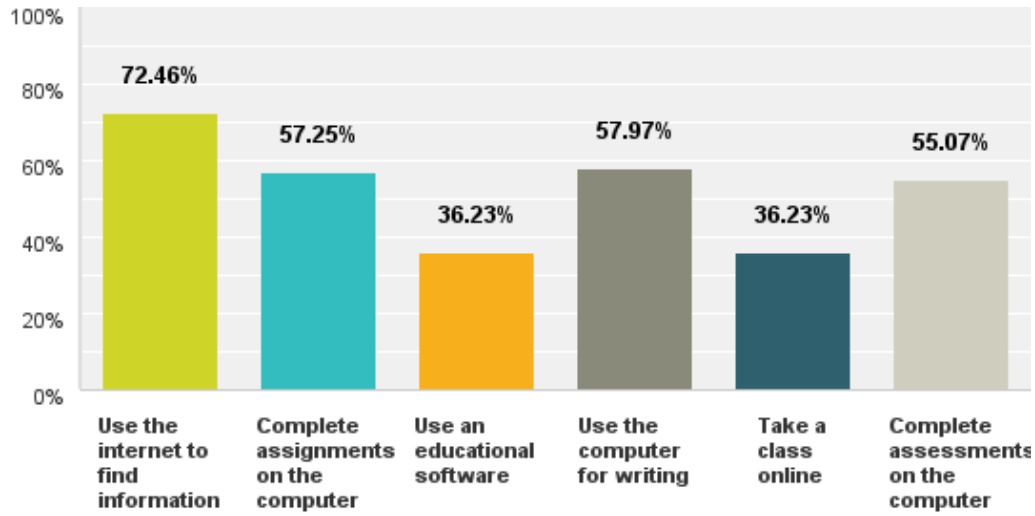
17. How often do you use a computer or other device at home or outside of school?



18. How often do you use a computer or other device at school to complete your assignments?

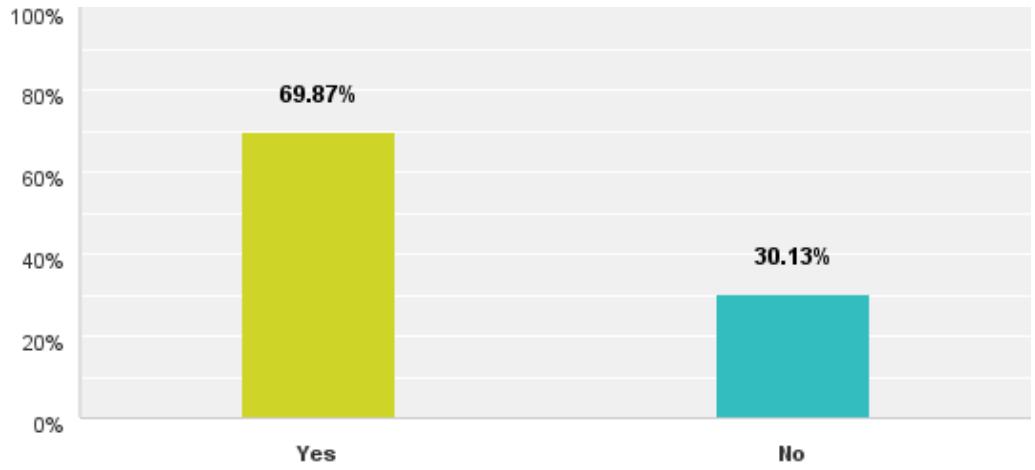


19. Choose all the ways you use technology in the classroom.

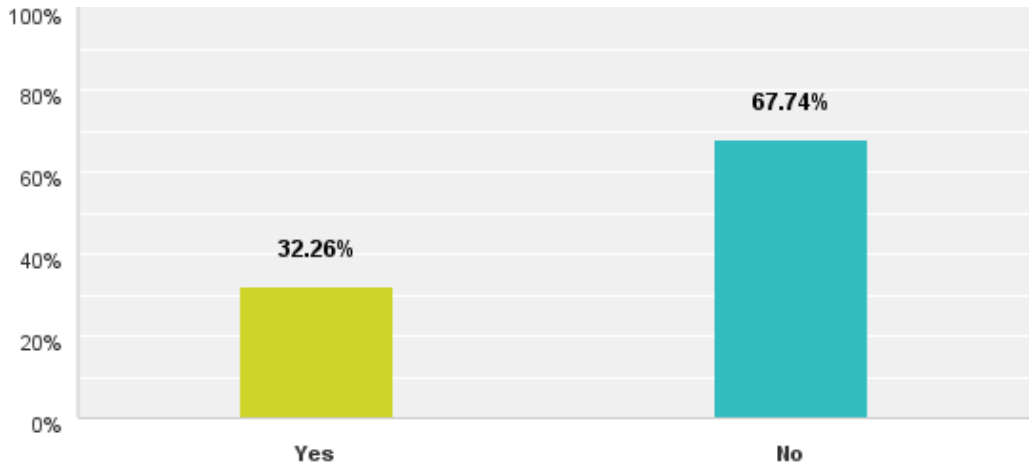


Instruction

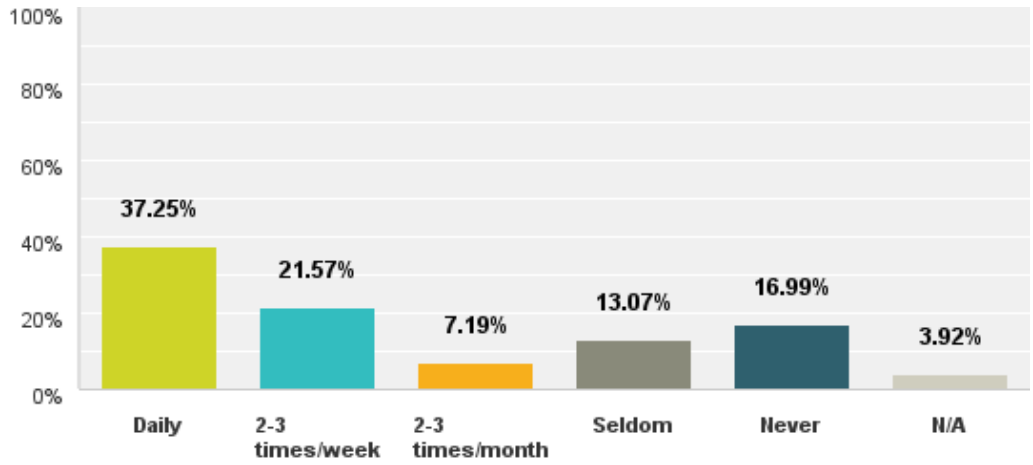
20. Does your teacher use technology in the classroom to deliver instruction?



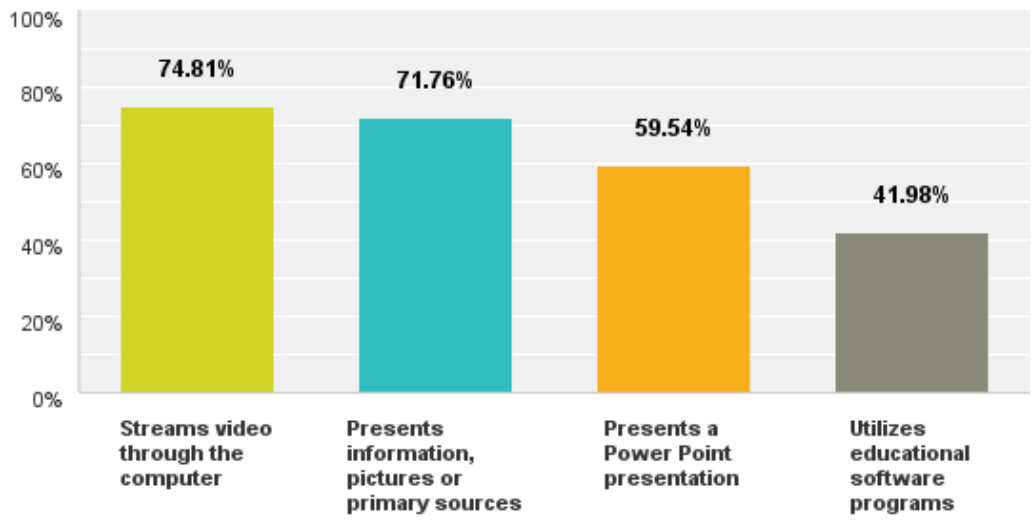
21. Do you turn in any of your assignments online?



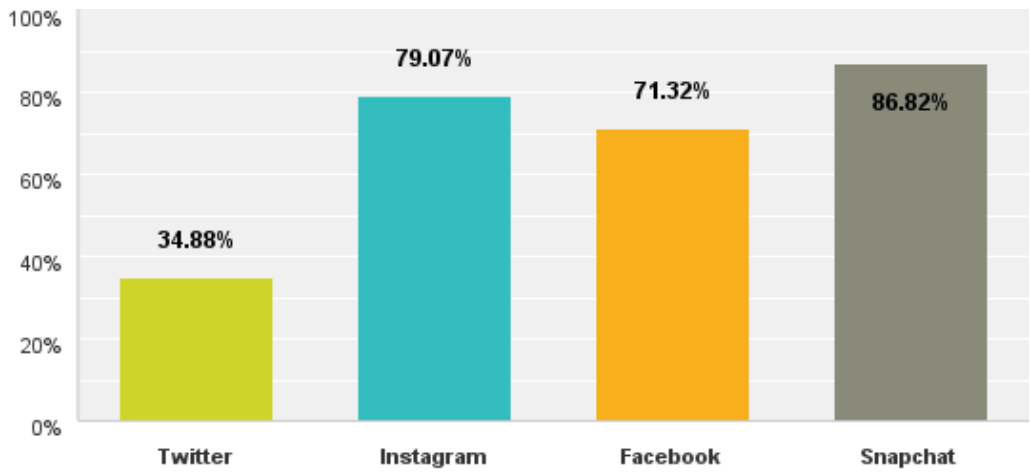
22. How often is technology used in the classroom for instruction?



23. Choose all the ways the teacher uses technology in the classroom with students:



24. I use the following social media sites (choose all that apply):



25. What is one thing that the school could do that would help you better achieve all of your learning goals?

- *Help us out, understand us, if we don't understand the work they give us.*
- *One thing that school can do is provide career programs to get ready for college and prepare you for what's ahead.*
- *I don't really know. I feel like my school is great and is helping me achieve my credits and learning goals.*
- *Even though most of the kids here don't care that they're here, you should treat every kid like he has the opportunity to change right here and then.*
- *One thing would be to have weekly meetings to go over what needs to be accomplished.*
- *The school could make more classes available (harder classes) that would need to be taken online.*
- *Help the students who really want to pass high school by getting them a high school diploma and helping them get to college.*
- *More tutoring or help in aspects that students are having trouble.*
- *Add art classes, and use more technology.*
- *Having a nutritious breakfast and lunch.*
- *I think by having an iPad, multiplication chart, etc. that will help with learning goals.*
- *Focus on students more one-on-one so they really understand what they are learning.*

26. Do you have any questions or additional comments that you would like to share with the Orange County Department of Education staff and administration?

- *Y'all are wonderful, caring people. Thank you. You've made my learning experience better.*
- *Most of us are trying to change. Don't treat us as we don't care because then the kids actually start to not care and it goes downhill.*
- *Having better food would be great.*
- *More classroom supplies would be great. We all donated supplies that were split among teachers.*
- *The teachers at Sunburst Youth Academy are awesome teachers. I've never done this good in school. (I used to be a straight F student, and now I'm a straight A student)*
- *You should give more kids a choice, like, kids that are brought up harsh in life and have no guidance; try to save them.*

Local Control Accountability Plan *Instructional Staff* Survey Results

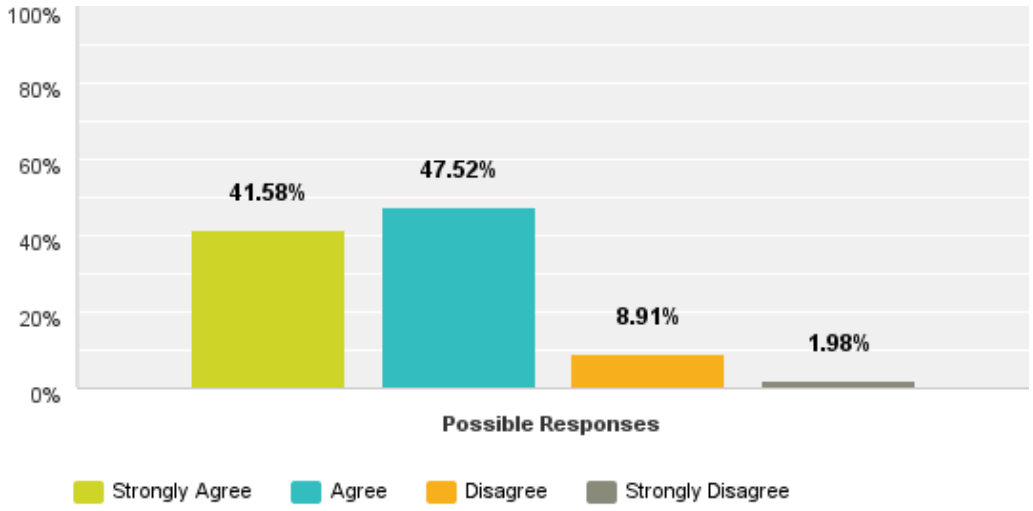
May 2016

101 Total Surveys Received

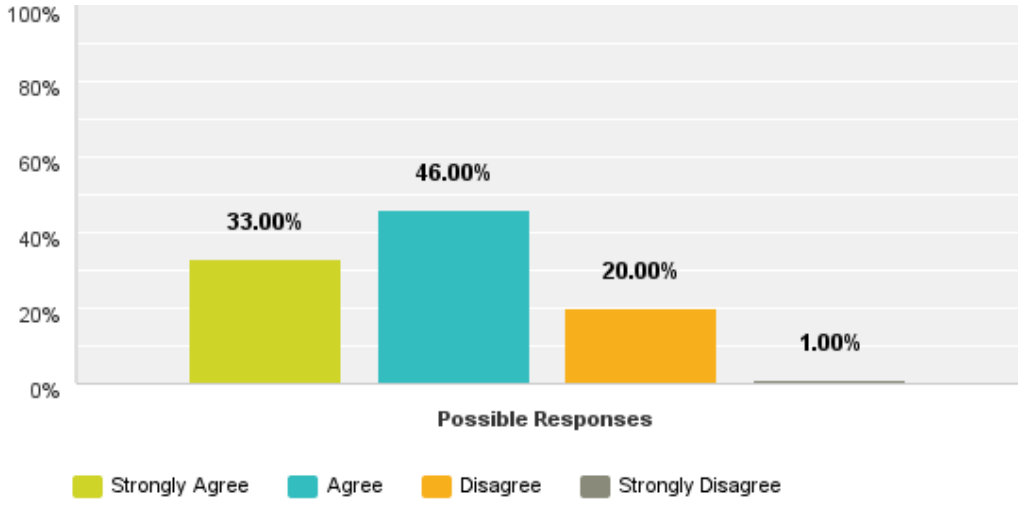
** Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

School Climate

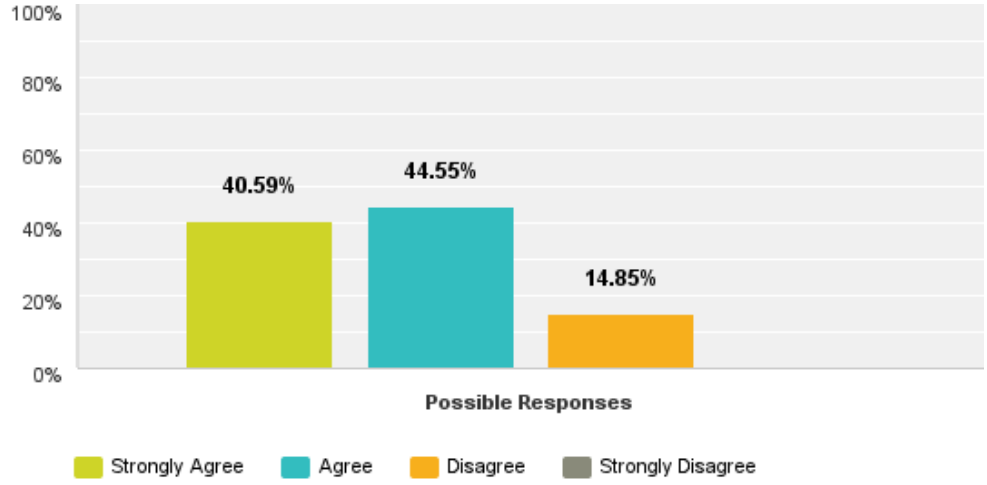
1. I feel safe at school.



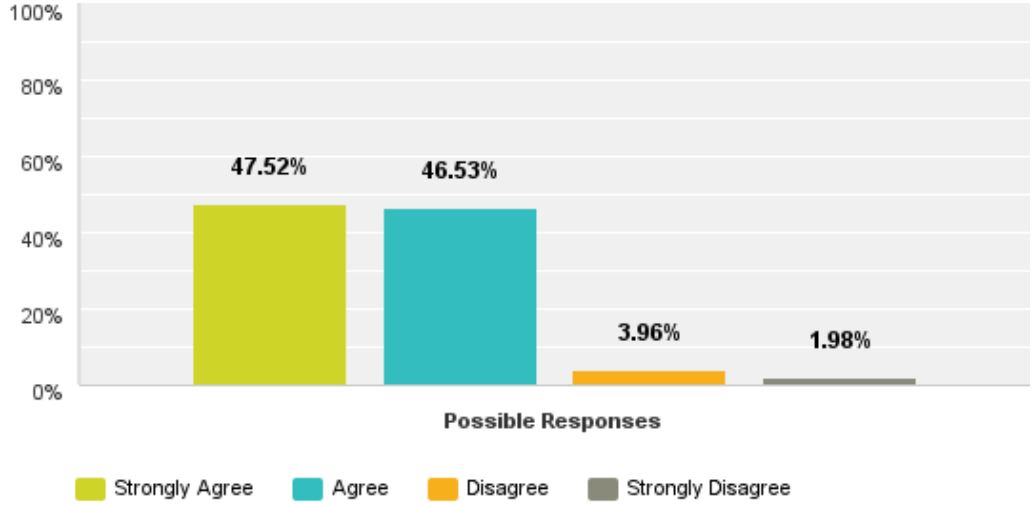
2. When issues or challenges with students arise, ACCESS support staff is available to help me.



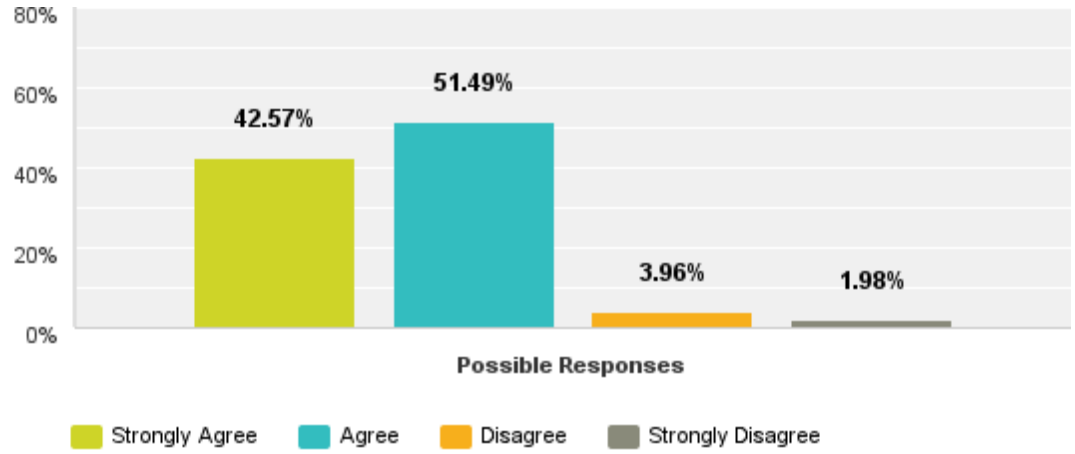
3. I know the ACCESS support staff that I can turn to for assistance when issues or challenges arise with students.



4. The school site is in clean and good condition.



5. I am supported in my professional development and growing as a teacher.

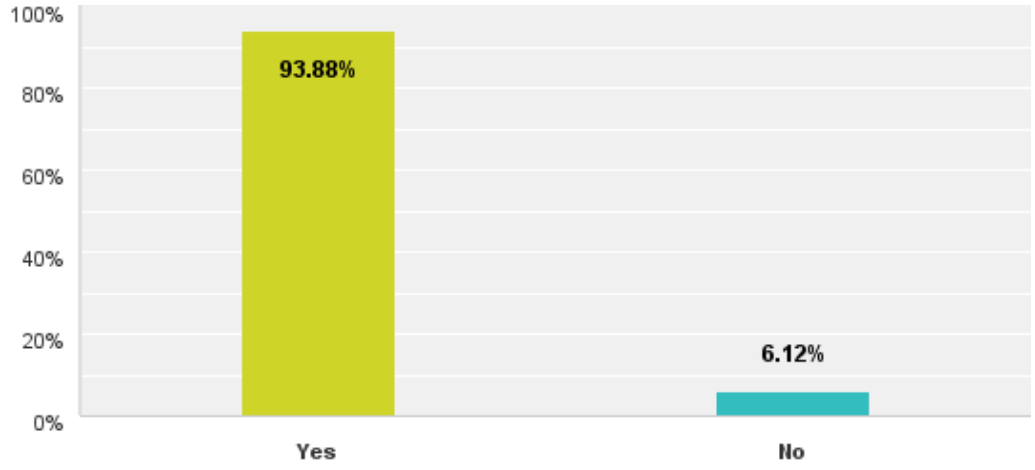


6. If you answered "Strongly Disagree" or "Disagree" with any of the above items, please provide feedback on what is needed for this to a statement you can agree with.

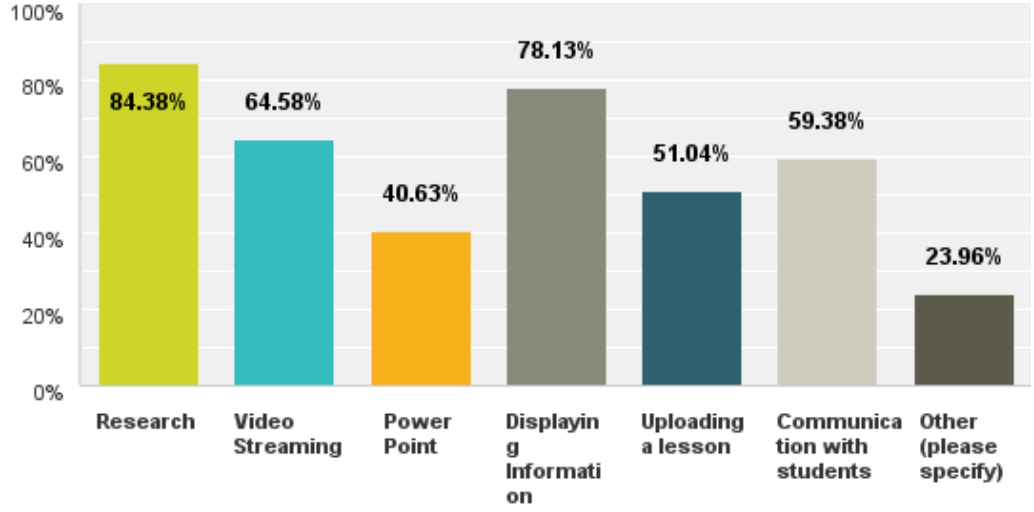
- *We do not have many issues with students that are difficult to handle, but I would like to see more support for teachers when issues arise with parents*
- *I believe we are doing an excellent job in terms of keeping our school sites safe and providing necessary support for teachers to facilitate the student learning of life lessons and academic lessons. Of course, there is always room for improvement and I believe we should continue to strive to do better.*
- *I love working for ACCESS … Thanks for all your support!*

Instructional Technology

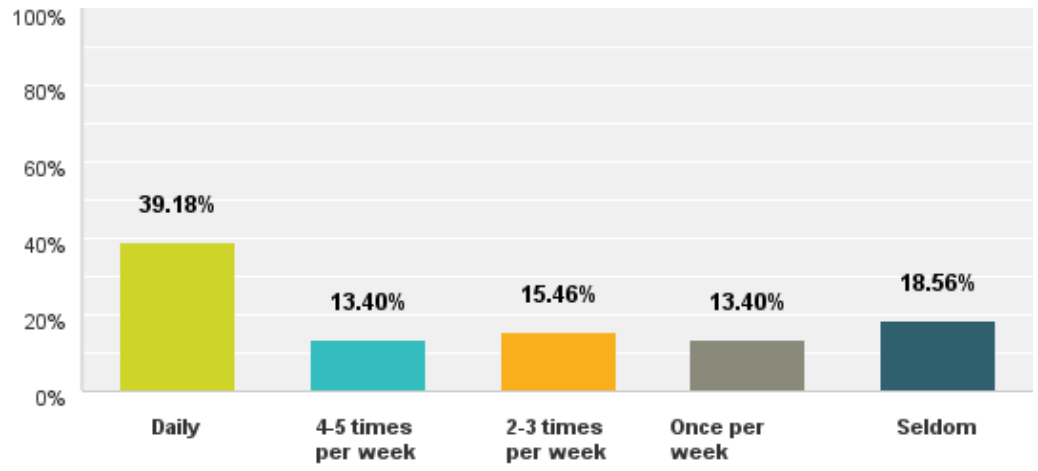
7. Do you use technology during your instruction?



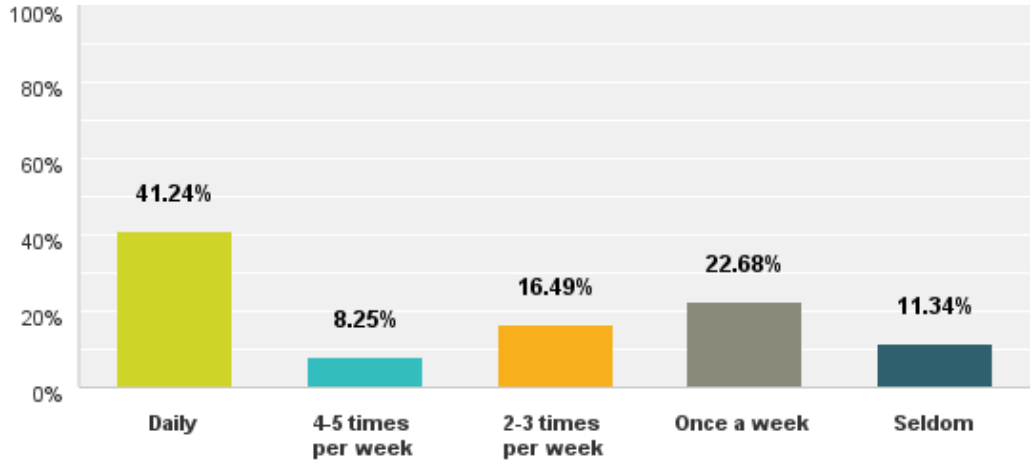
8. How is technology used in your teaching? (Please check all that apply.)



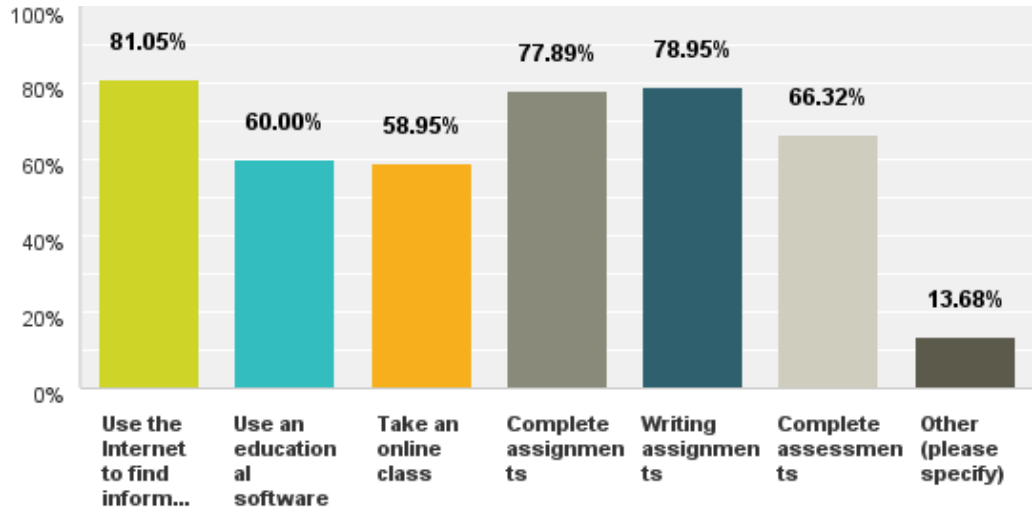
9. How often do students use technology in class or for assignments?



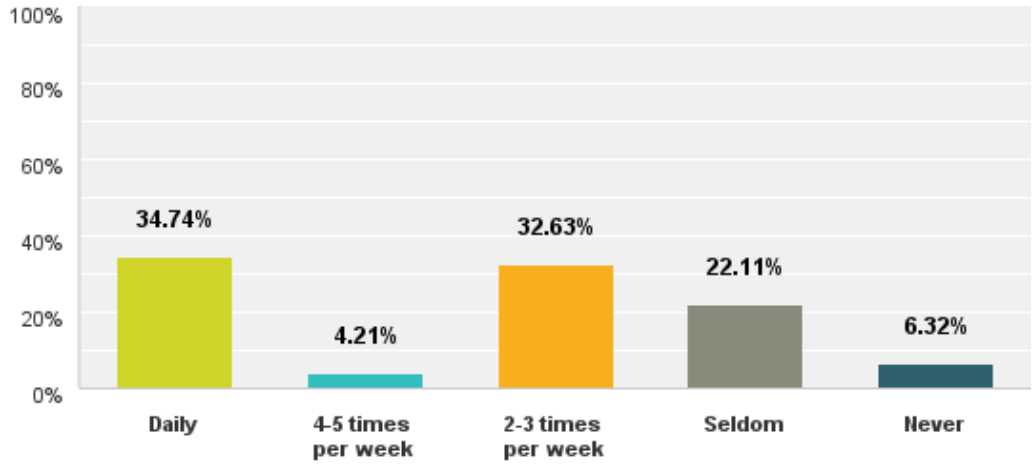
10. How often is technology incorporated into lessons?



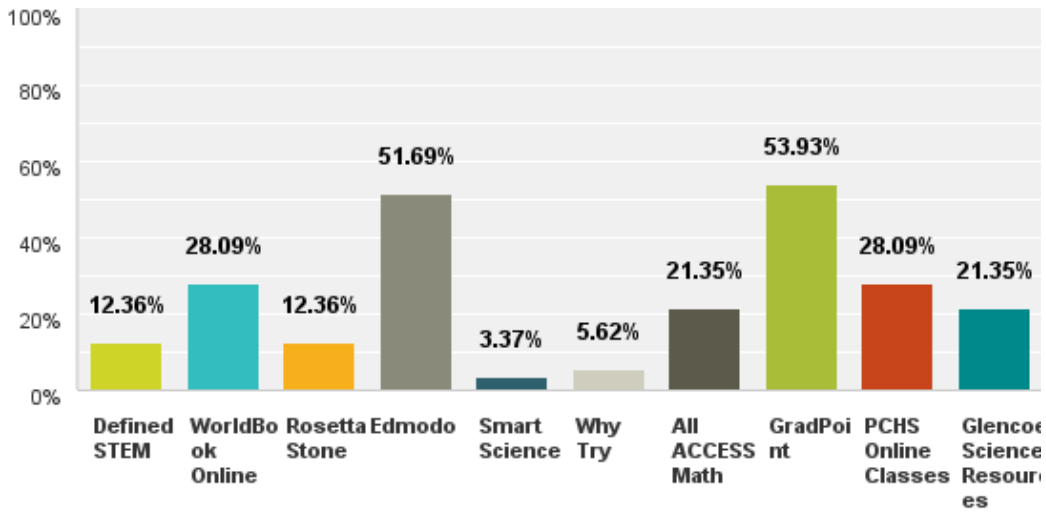
11. Check all the ways students use technology in the classroom:



12. How often do your assignments provided to students require the use of technological devices?



13. Check all the educational software and resources you use.



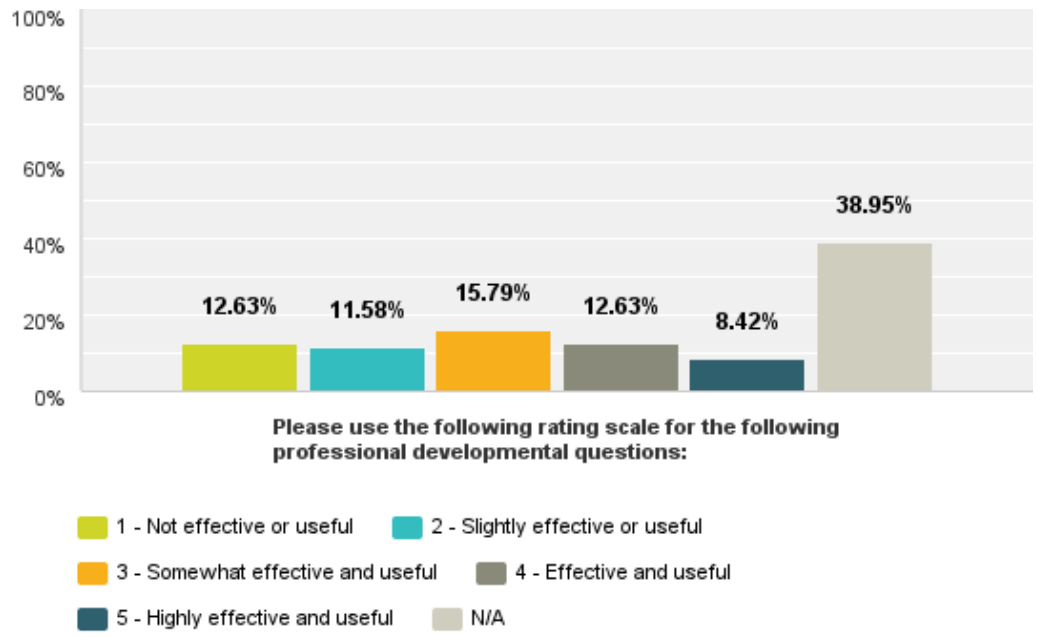
Answer Choices	Responses	
Defined STEM	**12.36%**	11
WorldBook Online	**28.09%**	25
Rosetta Stone	**12.36%**	11
Edmodo	**51.69%**	46
Smart Science	**3.37%**	3
Why Try	**5.62%**	5
All ACCESS Math	**21.35%**	19
GradPoint	**53.93%**	48
PCHS Online Classes	**28.09%**	25
Glencoe Science Resources	**21.35%**	19
Total Respondents: 89		

Professional Development

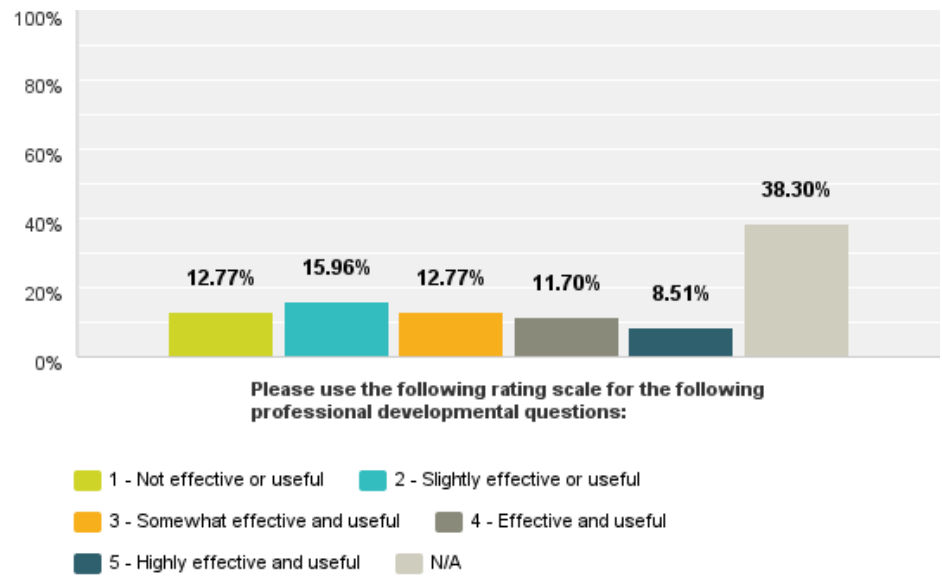
Please use the rating scale for the following professional development questions:

1 – Not effective or useful, 2 – Slightly effective and useful, 3 – Somewhat effective and useful, 4 – Effective and useful, 6 – Highly effective and useful.

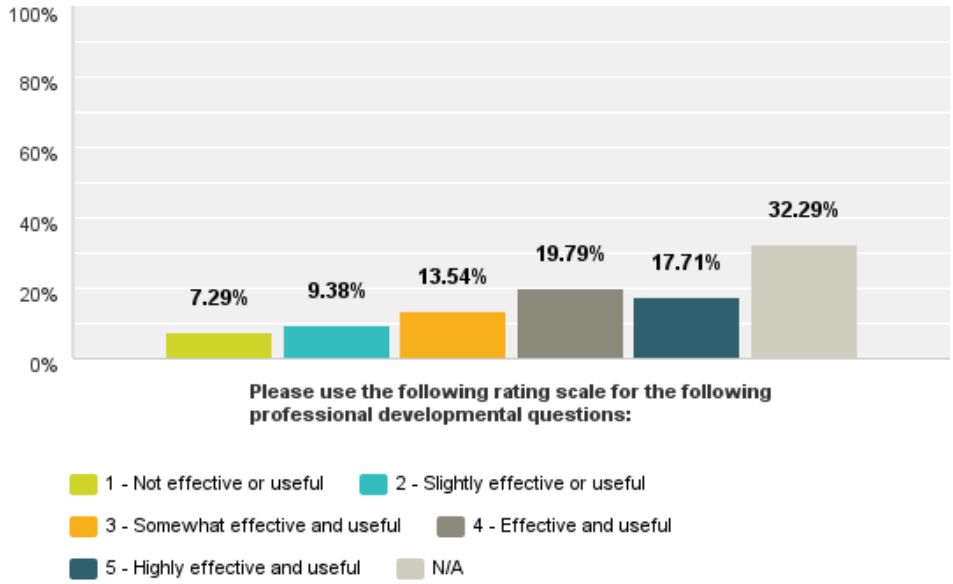
14. Collections Series Publishing Training and Connection to Common Core State Standards



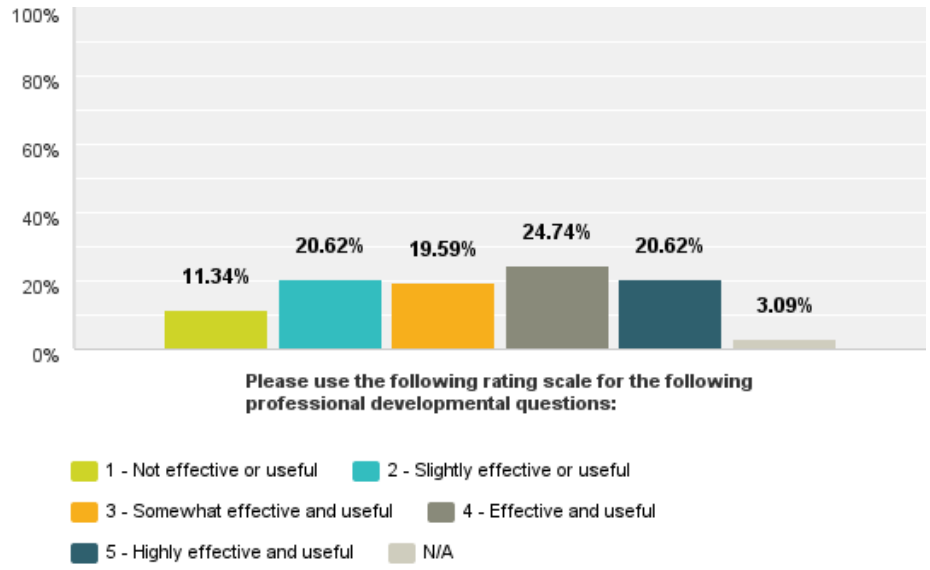
15. ProAct



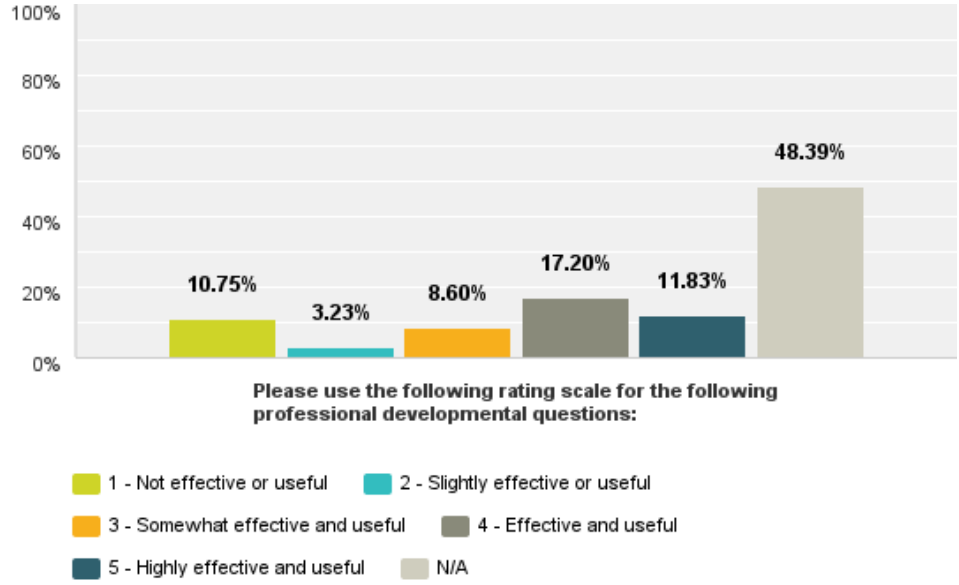
16. GradPoint



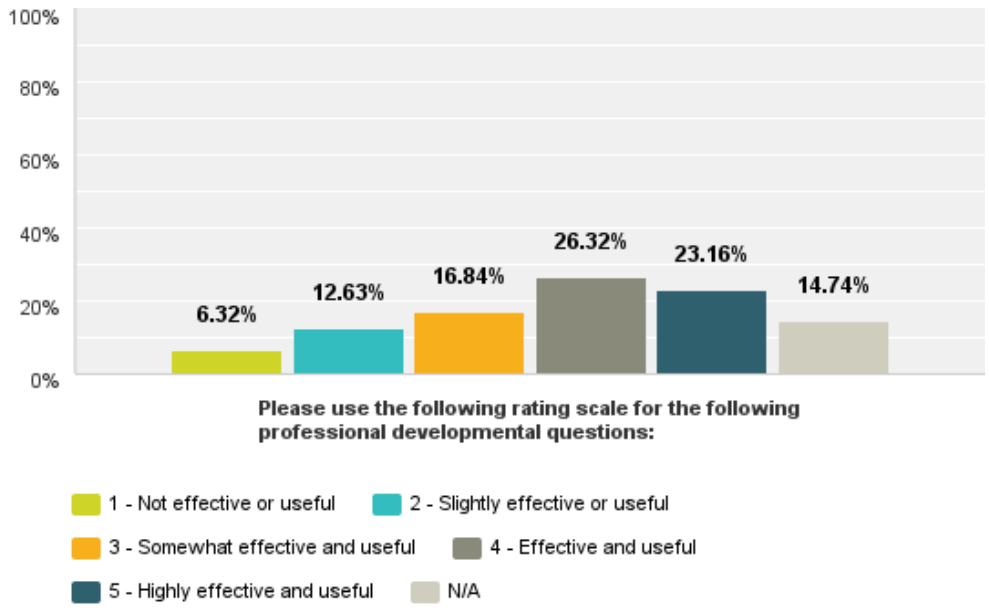
17. CAASIPP Training for Smarter Balanced (English/Math) and Science CST Assessments



18. CERT-Preparedness



19. MELD Overviews/Collaborations with EL Services Team/RELLs



20. List Other Staff Developments Attended

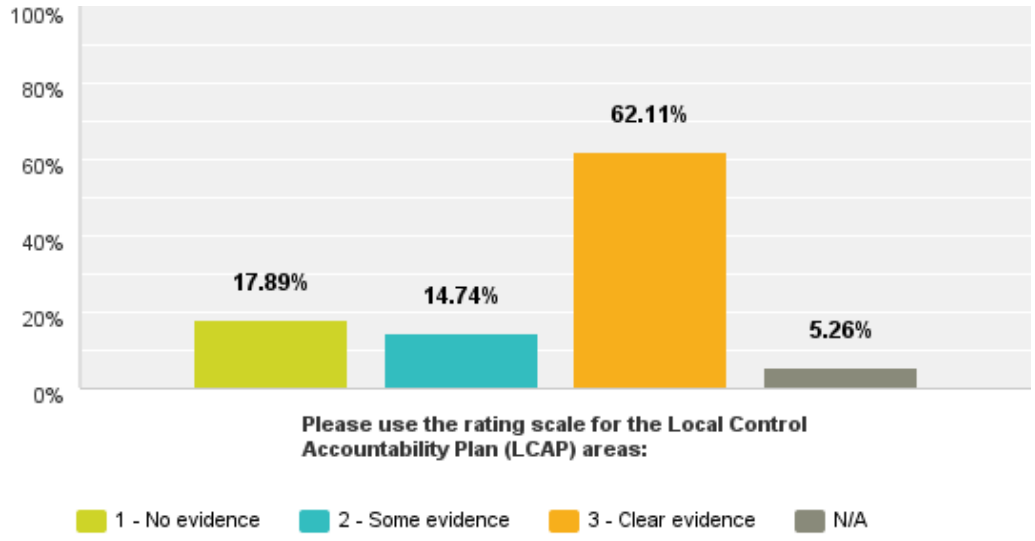
- *Special Education Workshops*
- *Constructing Meaning*
- *GLAD*
- *NGSS*
- *Growth Mindset*
- *TK Institute of Orange County*
- *Core Math*
- *Computer Resources*
- *Neuroscience of Musical Creativity*
- *Human Trafficking – AU110*
- *Cloze Reading*
- *Gang Awareness*
- *Tech Resources*
- *CTE*
- *In house workshops related to our curriculum and it's online components*
- *All-ACCESS 2015 was a great event.*
- *Active shooter training – just want to comment on how great the safety preparedness classes have been, including CERT.*
- *Workshops to teach Math/English students with disabilities.*

Local Control Accountability Plan

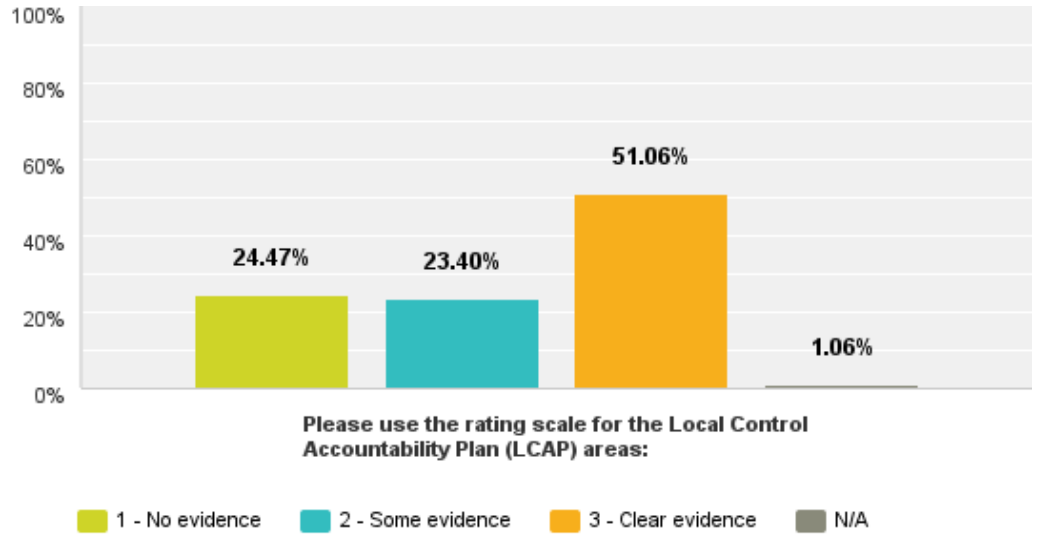
Please use the rating scale for the Local Control Accountability Plan (LCAP) areas:

1 – No evidence, 2 – Some Evidence, 3 – Clear Evidence

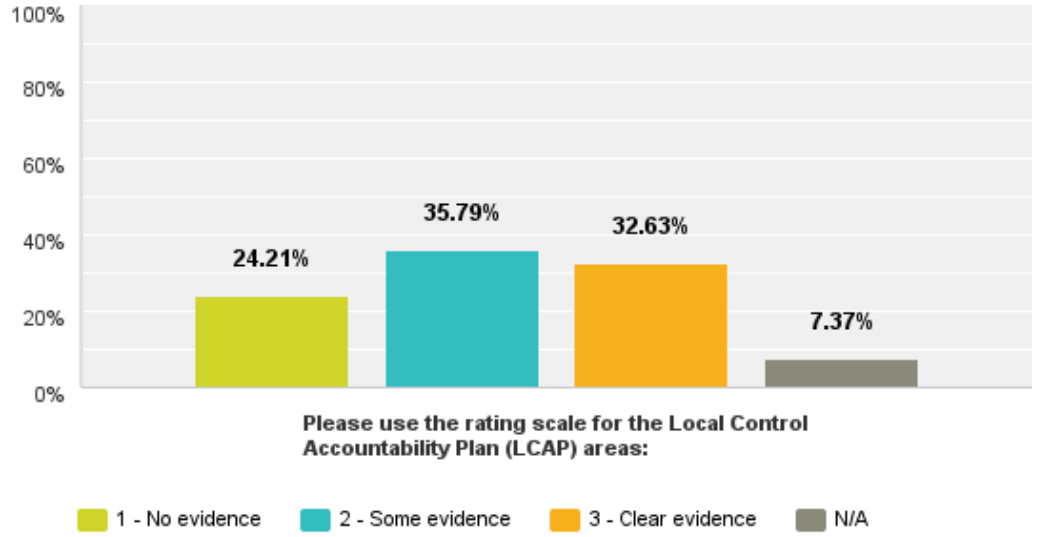
21. Increase in the number of computers at the school site/office.



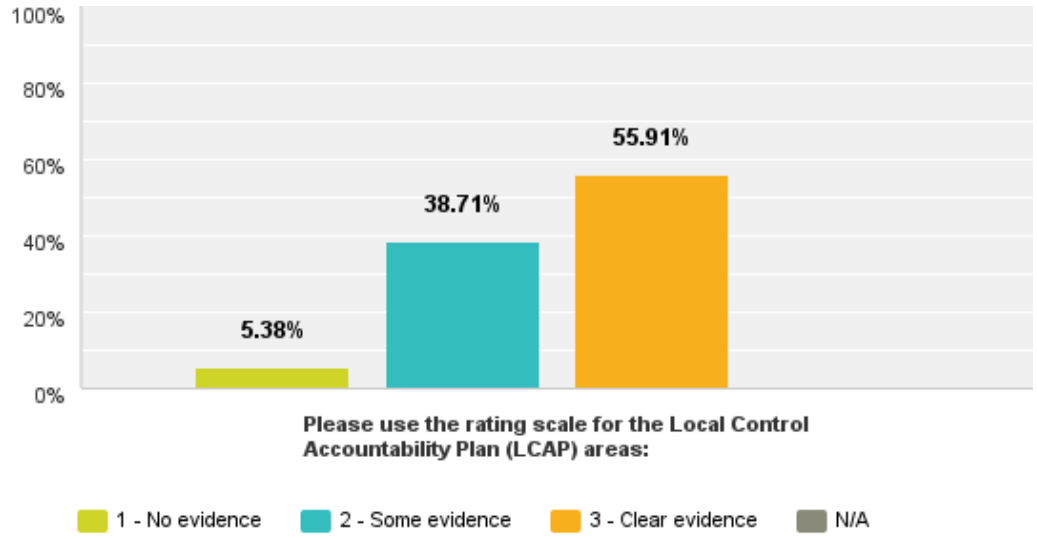
22. Better connectivity and speed for technology.



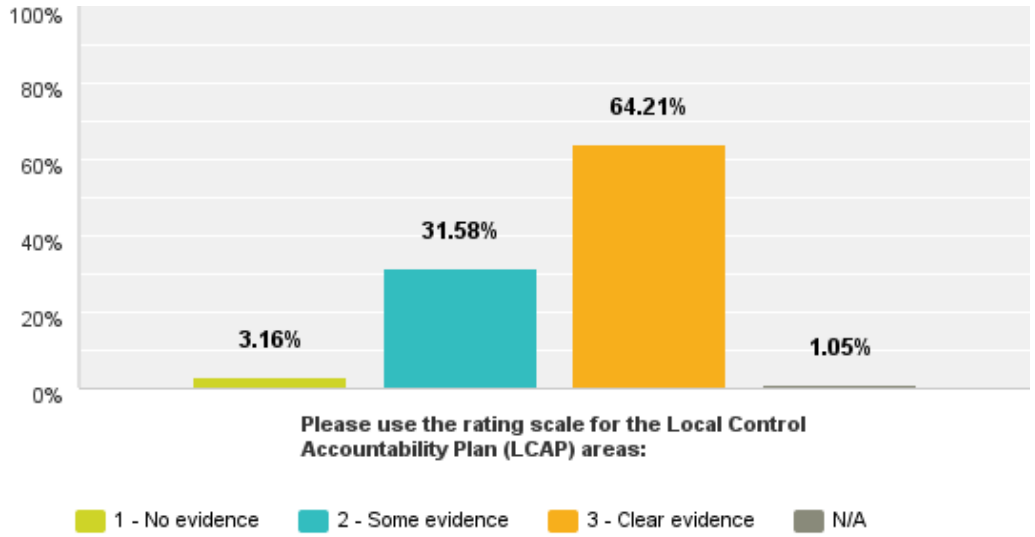
23. Increase in parent participation in the educational process.



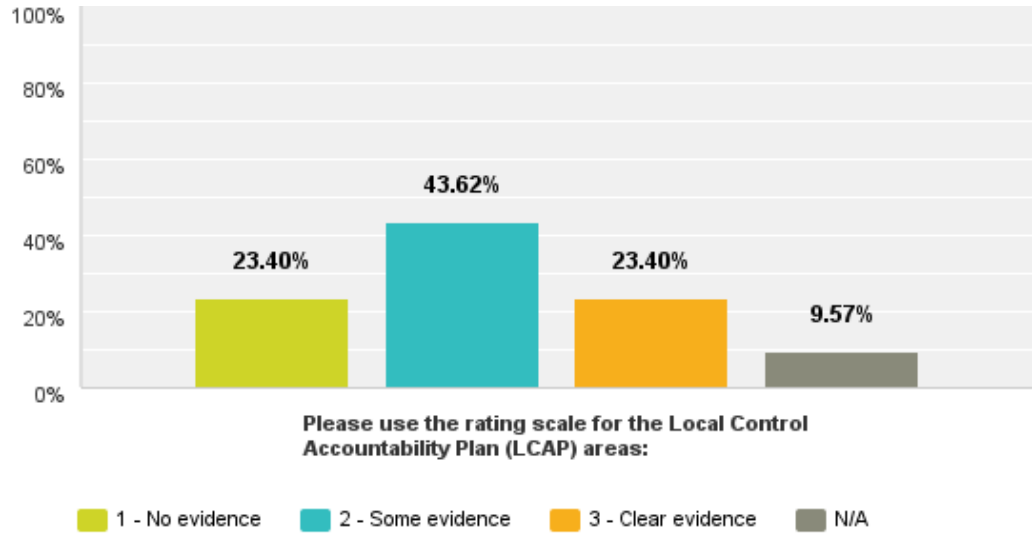
24. Increased implementation of California State Standards.



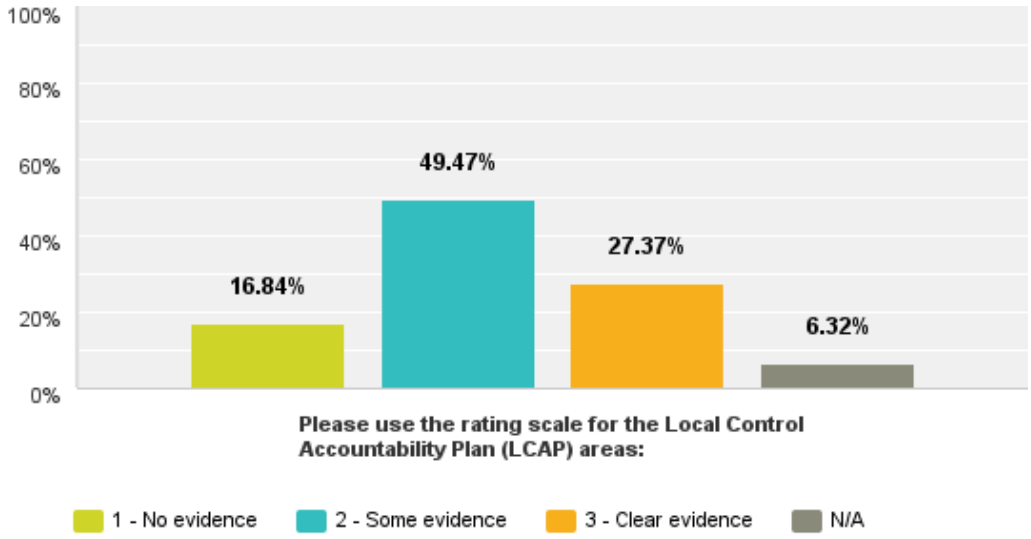
25. Receive professional development regarding California State Standards and California ELD Standards.



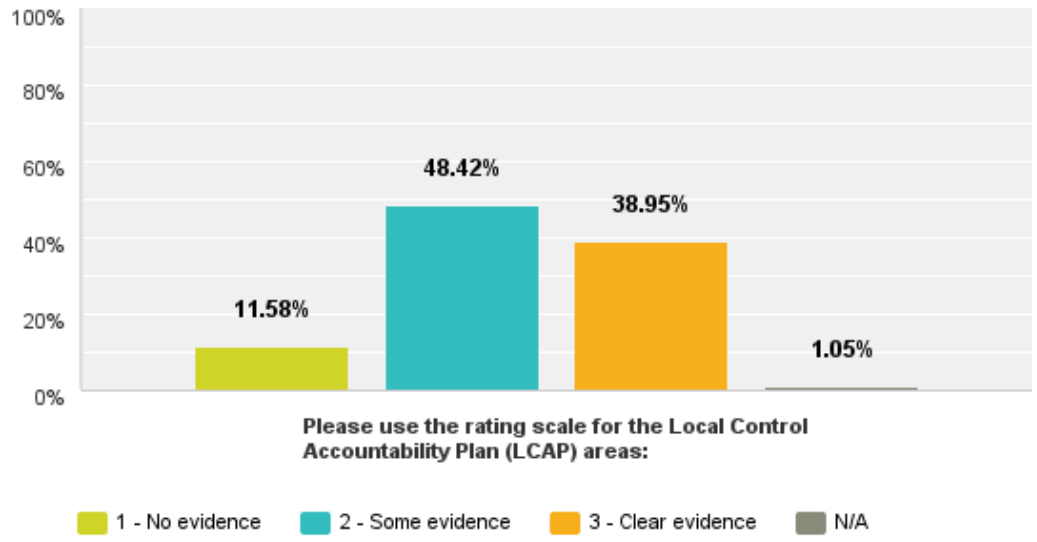
26. Increased involvement and engagement of parents in their child's education.



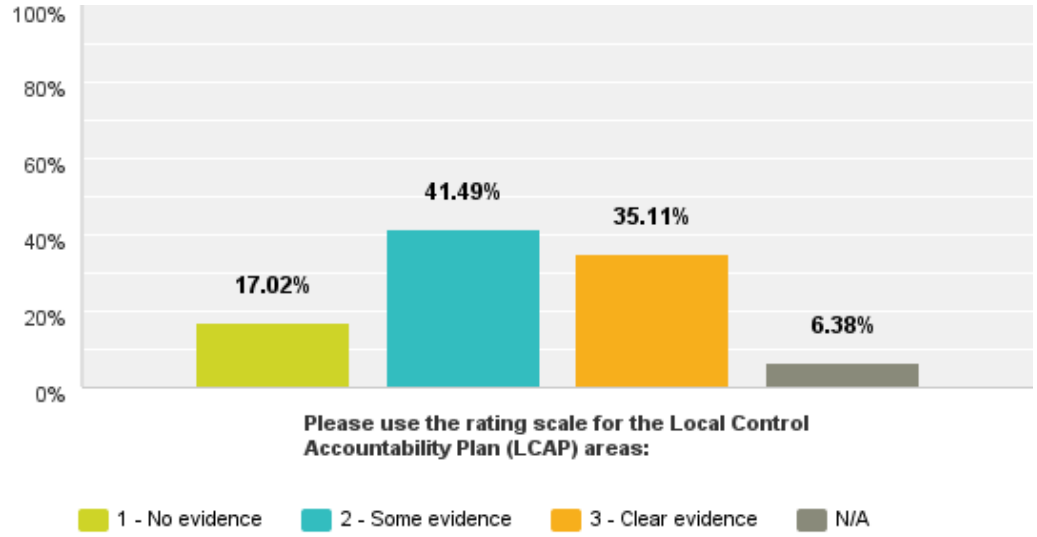
27. Increased student participation on the CAASPP tests.



28. Increased and expanded support services or students.



29. The LCAP is having a positive impact on student outcomes.



Local Control Accountability Plan *Non-Instructional Staff* Survey Results

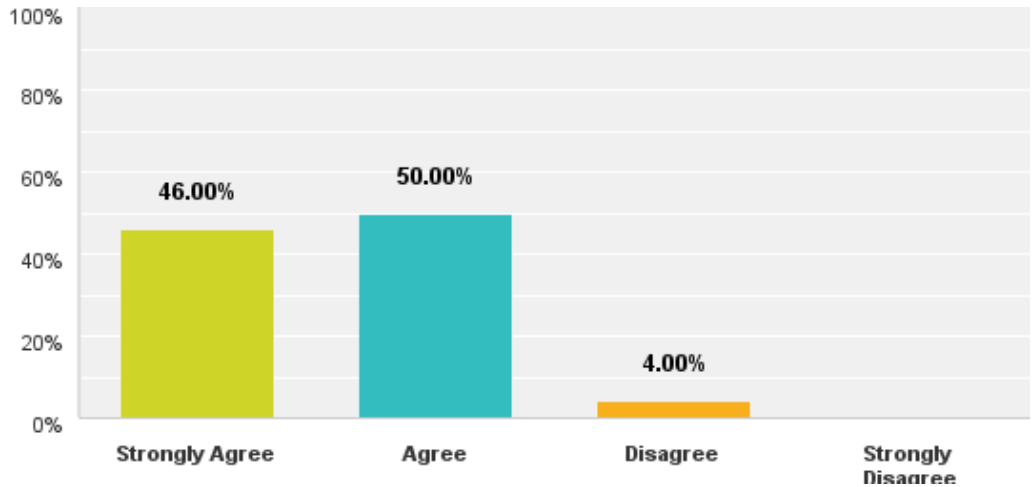
May 2016

52 Total Surveys Received

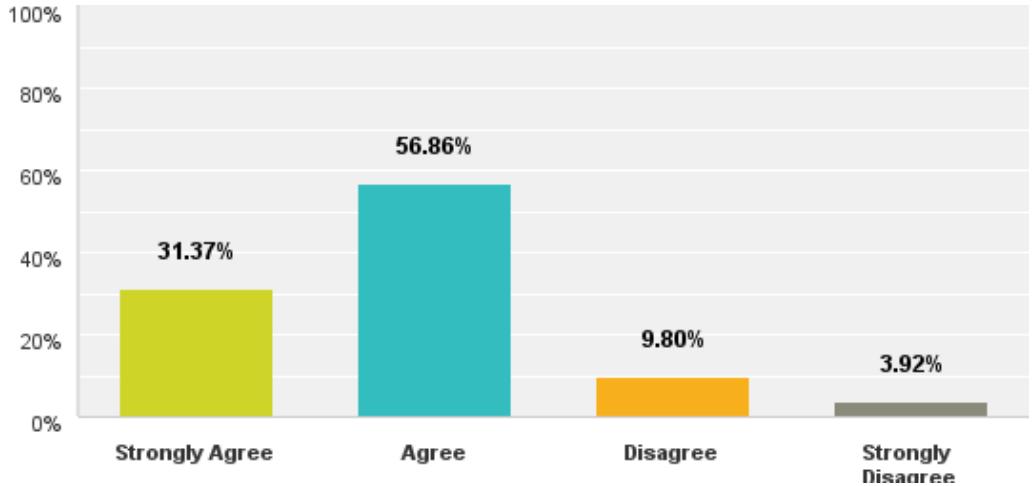
** Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

Workplace Climate

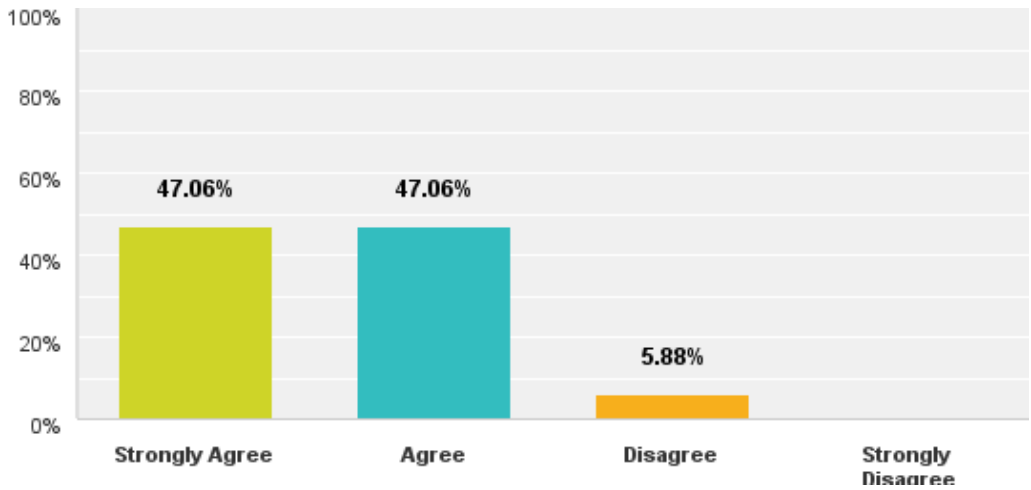
1. I am aware of the ACCESS goals, mission and priorities.



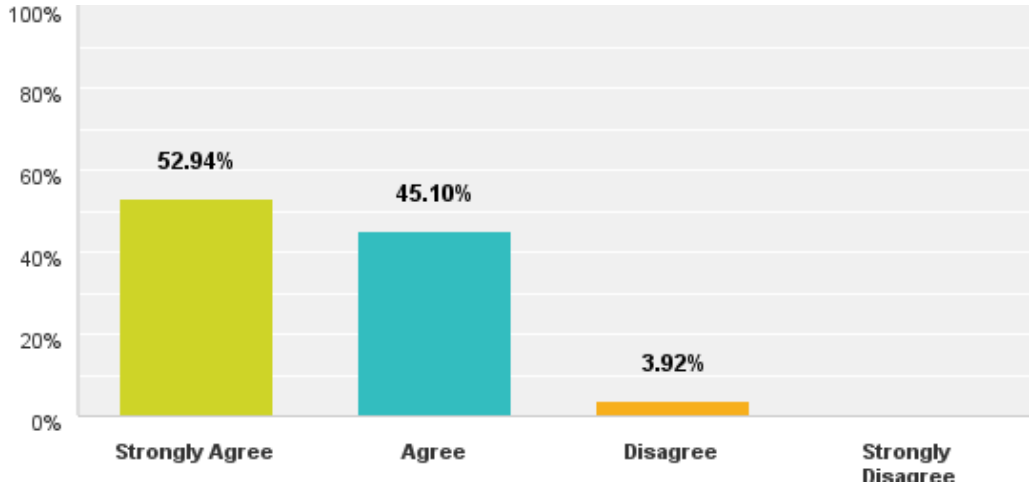
2. I am receiving support in my professional development.



3. I feel safe at work.



4. The workplace is clean and in good condition.



5. If you responded with a “Strongly Disagree” or “Disagree” with any of the above items, please provide feedback on what is needed for this to be a statement you can agree with.

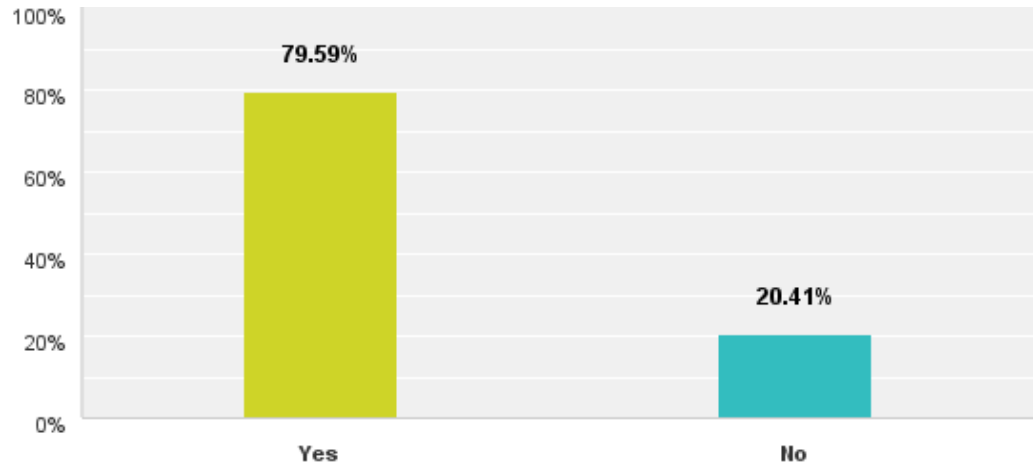
- *I believe that further and genuine collaboration should be implemented between programs in ACCESS. The professional development I have received has been so filtered and refined to my specific position or is so broad and general that it doesn't provide an opportunity for genuine and thoughtful collaboration and coordination between programs. ACCESS has a wealth of resources and knowledge and some exceedingly helpful and informed staff, however, this information is not always disseminated to other programs, and specifically to those individuals working directly with youth. Further staff development to help facilitate collaboration and bring about real change for our culturally and linguistically diverse population is necessary.*

- *Please offer more workshops/trainings that all staff can participate in*

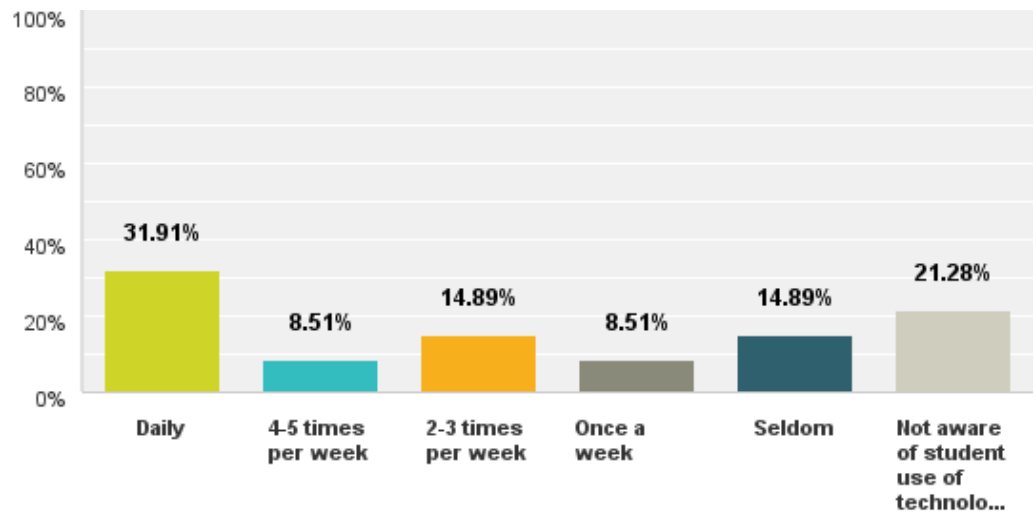
- *Classroom, school office and restroom need to be cleaned and empty trash every day.*

Instructional Technology

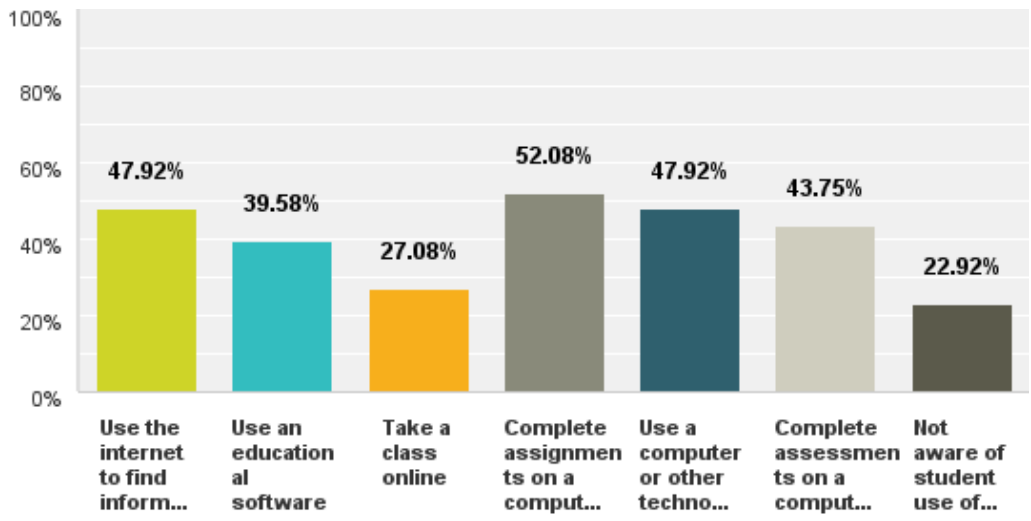
6. Are you aware of technology used by students at your school site(s)?



7. How often are you aware of, or that you observe, students use technology in class?

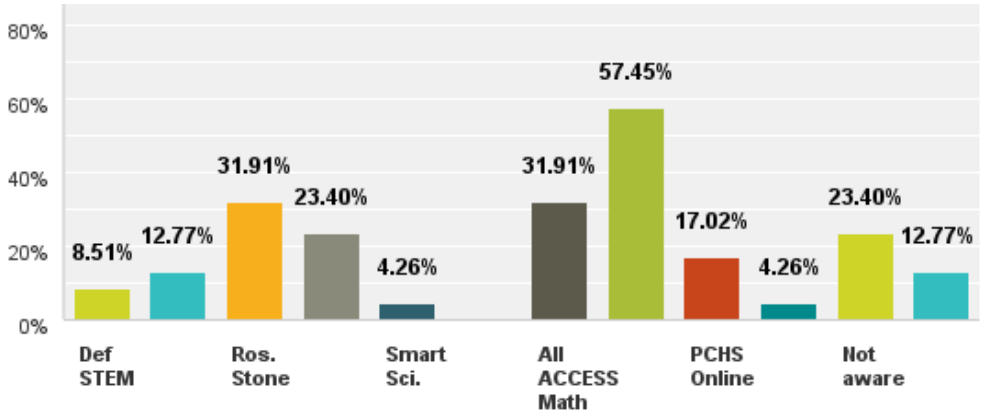


8. Check all the ways you are aware of, or that you observe, students use technology in class.



Answer Choices	Responses	
Use the internet to find information	47.92%	23
Use an educational software	39.58%	19
Take a class online	27.08%	13
Complete assignments on a computer or other technological device	52.08%	25
Use a computer or other technological device for writing assignments	47.92%	23
Complete assessments on a computer or other technological device	43.75%	21
Not aware of student use of technology in class	22.92%	11
Total Respondents: 48		

9. Check all of the educational software and resources you are aware of, or that you observe students use in class.



World Edmodo Why Grad Glen. Other

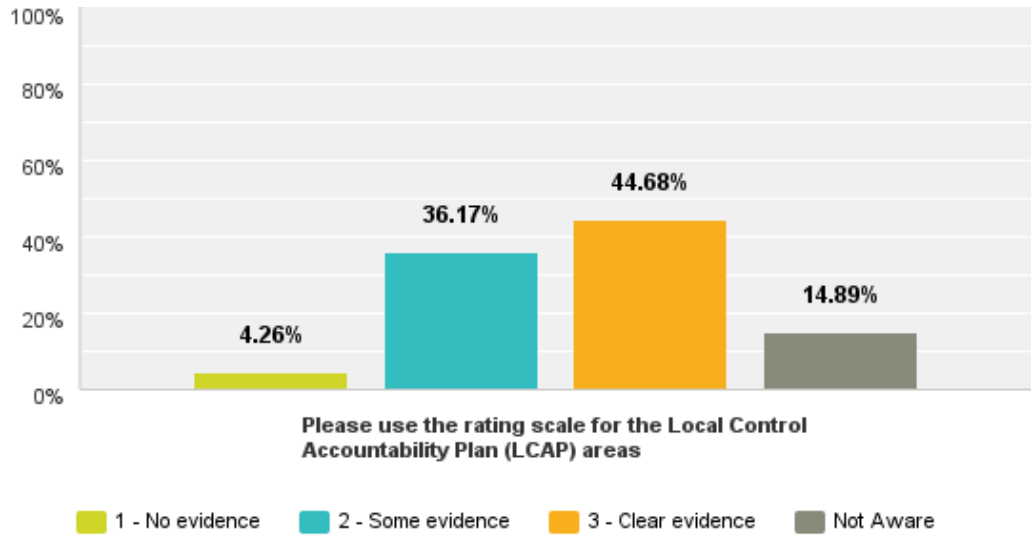
Answer Choices	Responses	
Defined STEM	8.51%	4
WorldBook Online	12.77%	6
Rosetta Stone	31.91%	15
Edmodo	23.40%	11
Smart Science	4.26%	2
Why Try	0.00%	0
All ACCESS Math	31.91%	15
GradPoint	57.45%	27
PCHS Online Classes	17.02%	8
Glencoe Science Resources	4.26%	2
Not aware of educational software or resources used by students in class	23.40%	11
Other (please specify)	12.77%	6
Total Respondents: 47		

Local Control Accountability Plan

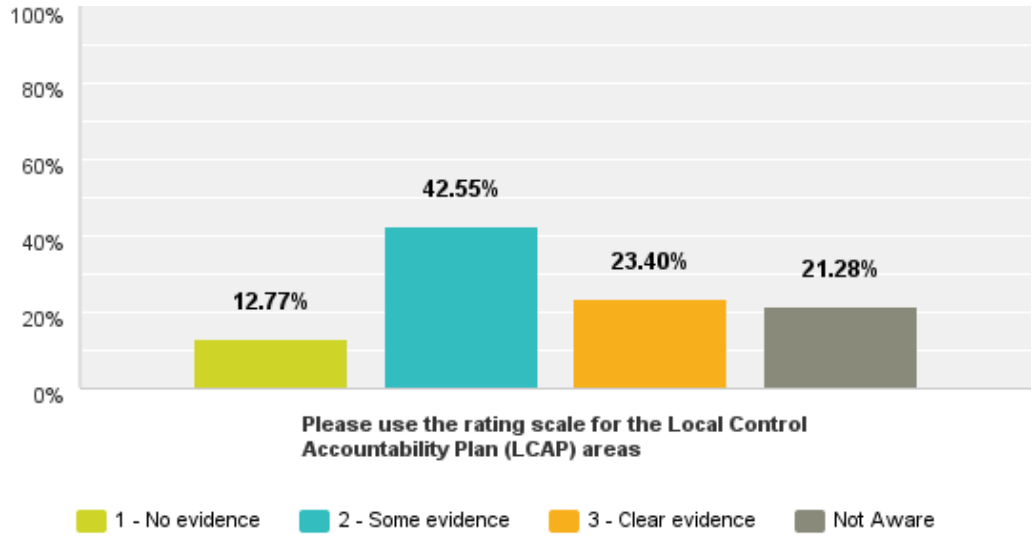
Please use the rating scale for the Local Control Accountability Plan (LCAP) areas:

1 – No evidence, 2 – Some Evidence, 3 – Clear Evidence

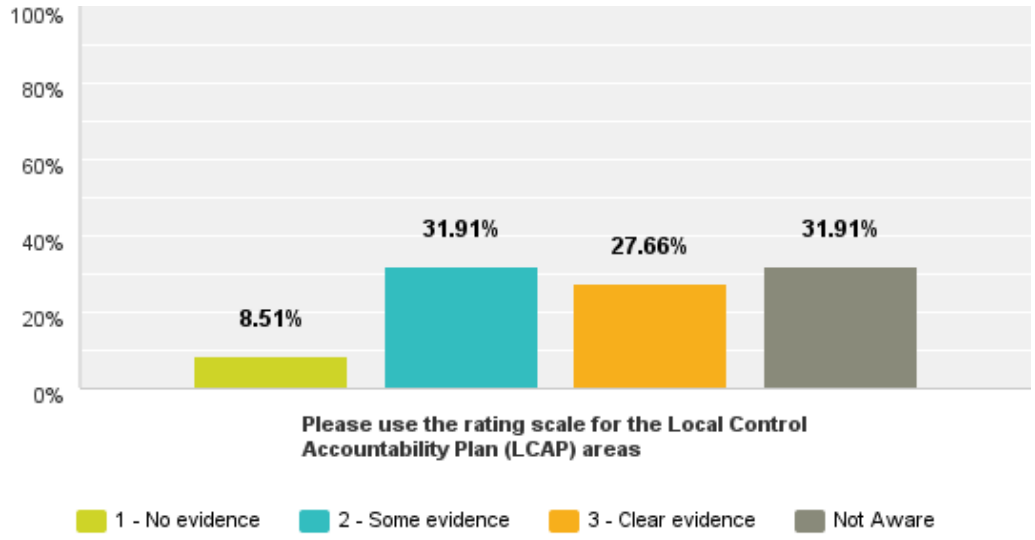
10. Increase in the number of technological devices at the school sites/office.



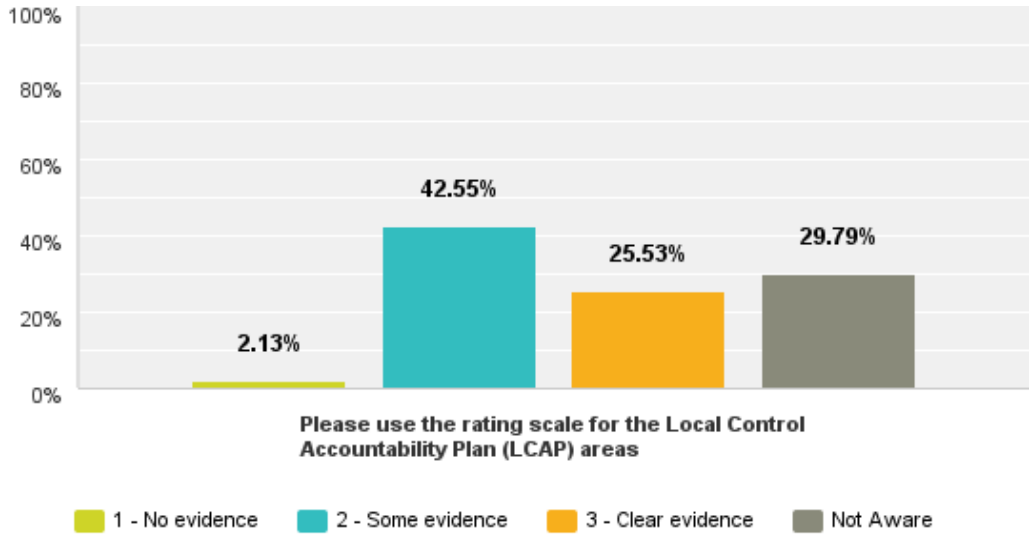
11. Better connectivity and speed for technology.



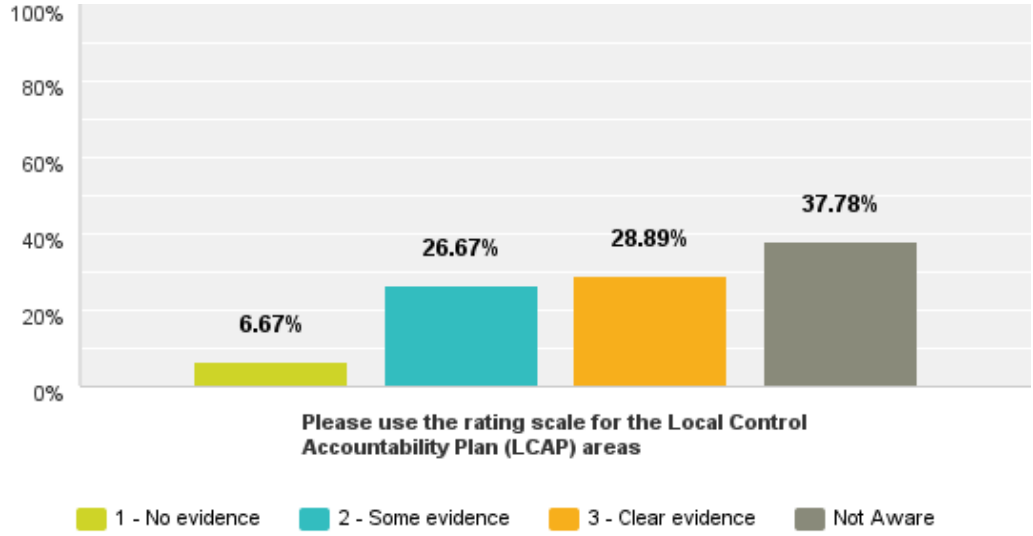
12. Increase in parent participation in the educational process.



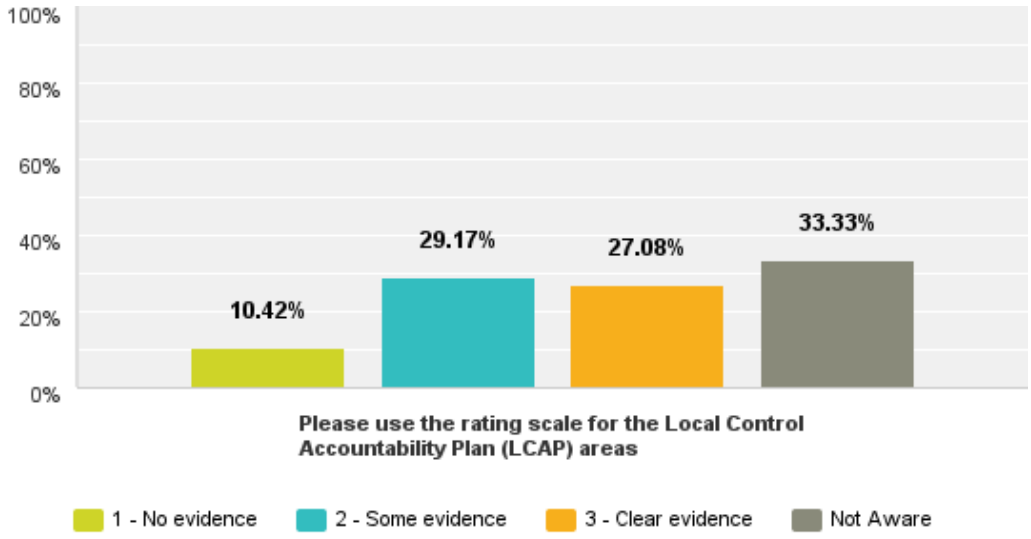
13. Increased implementation of California State Standards.



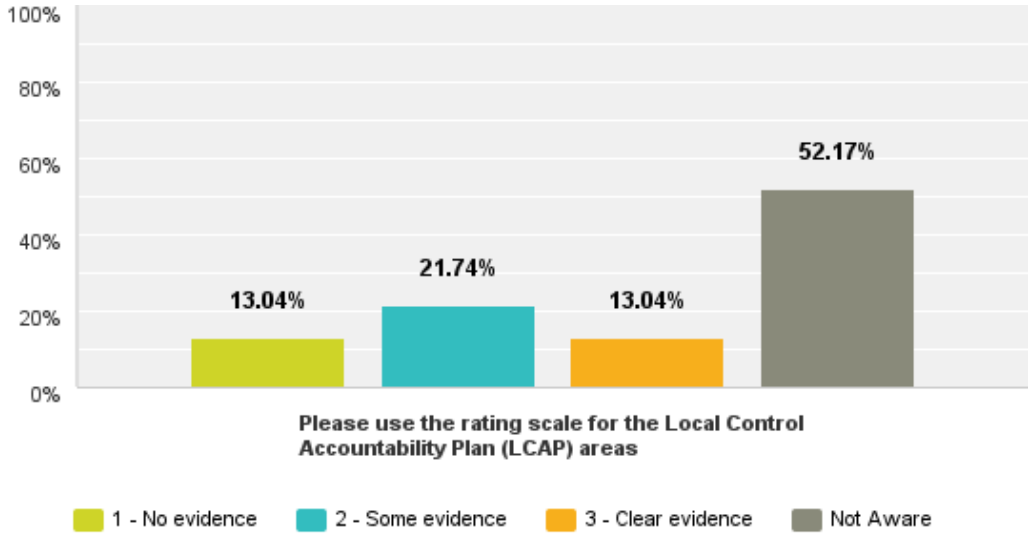
14. Receive professional development regarding California State Standards and California ELD Standards.



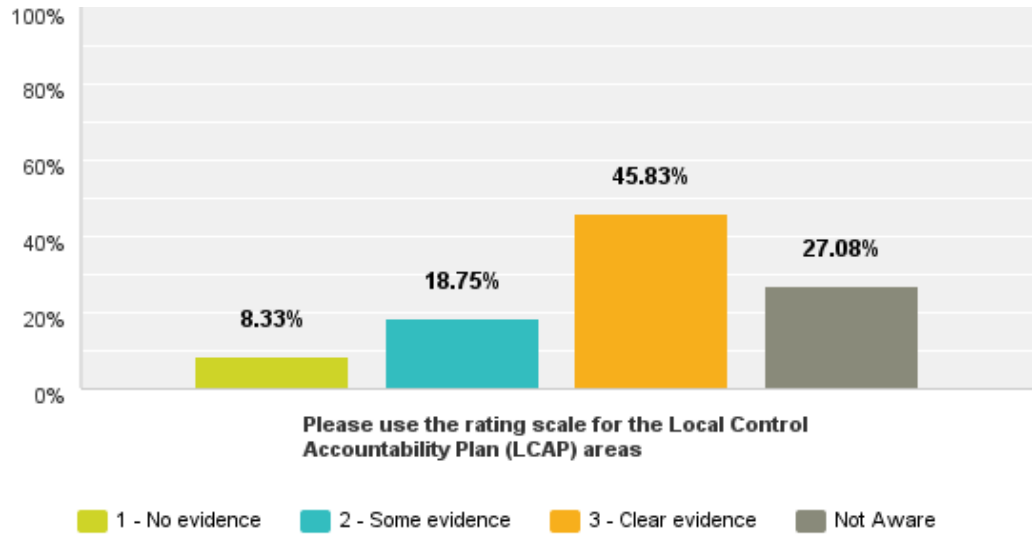
15. Increased involvement and engagement of parents in their child's education.



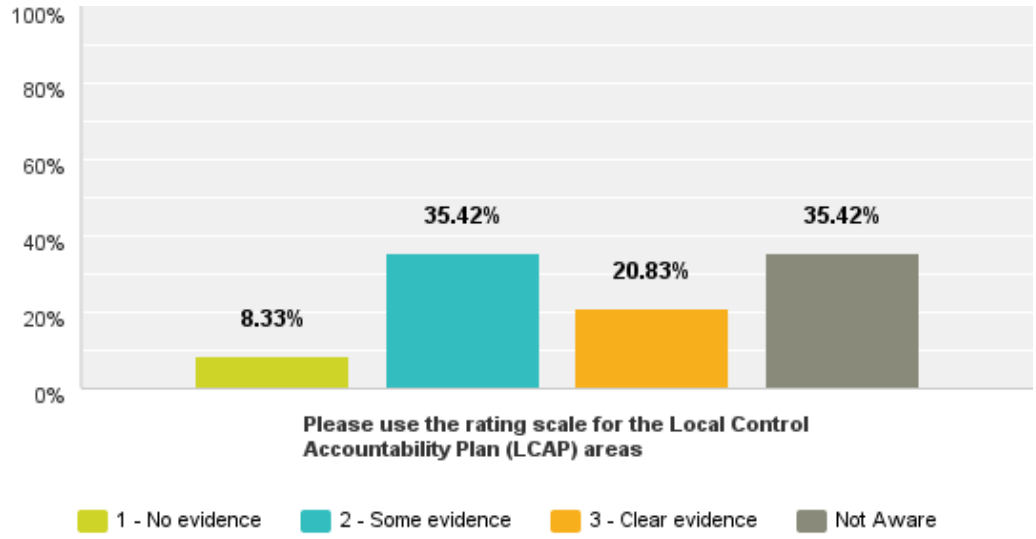
16. Increased student participation on the CAASPP tests.



17. Increased and expanded support services or students.



18. The LCAP is having a positive impact on student outcomes.



19. Share any additional comments here.

- *Not all teachers inform parents about students' progress. If teachers don't utilize the services in place, students don't utilize them either. We have plenty of resources, but teachers are not using them.*

- *The bandwidth that some of the schools have received is not enough for a full class of 25 to be on the internet. I suggest that we look into increasing our bandwidth further in order for students to be able to access different educational websites at the same time.*

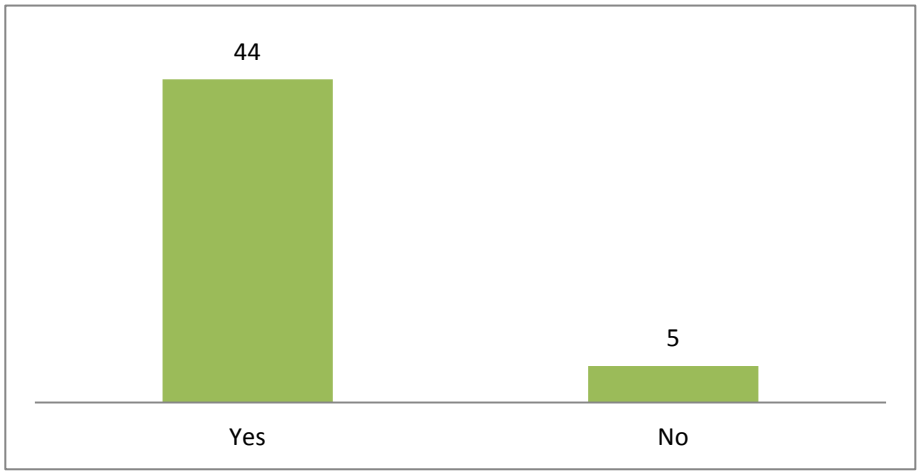
Local Control Accountability Plan *Special Schools Parent* Survey Results

Spring 2016

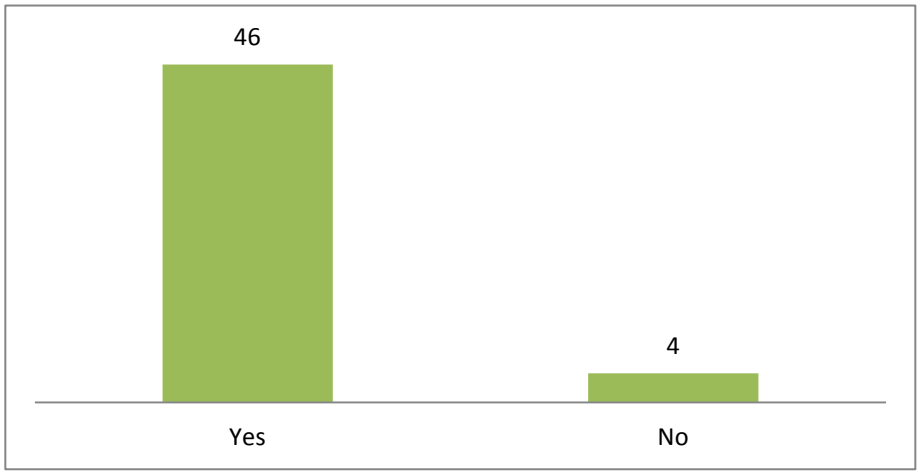
** Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

Technology

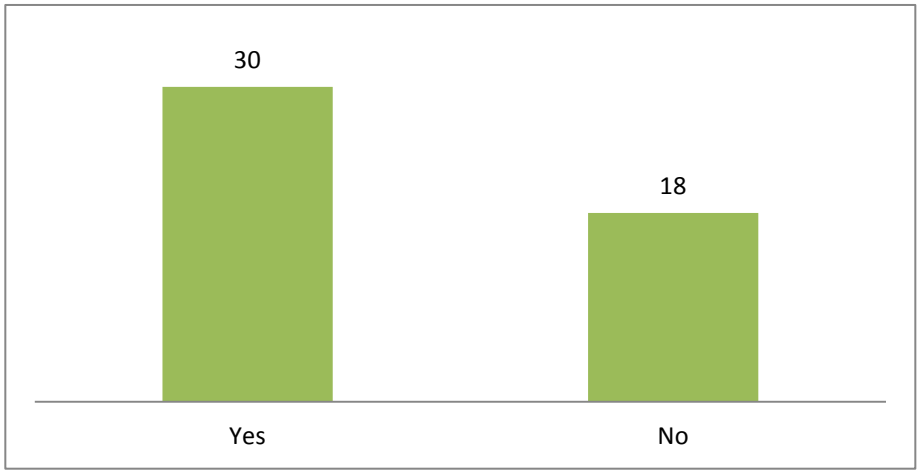
1. Do you use any type of computer device, like a smart phone, tablet, etc., at home?



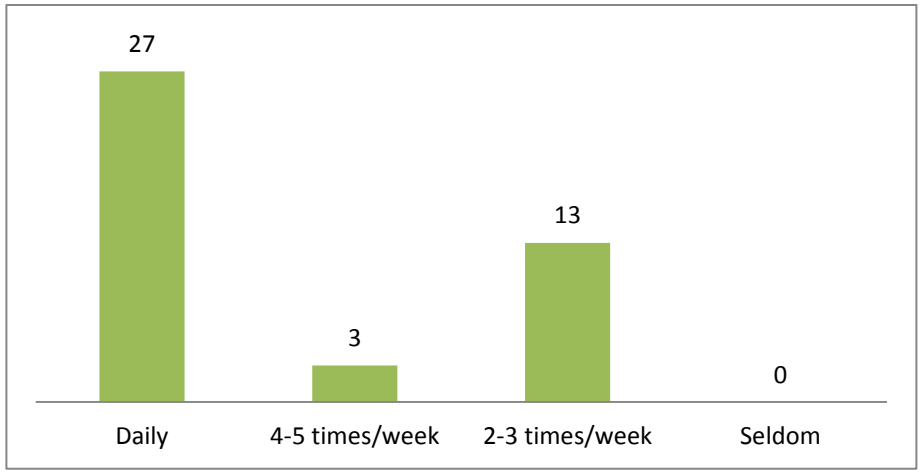
2. Do you have internet access at home?



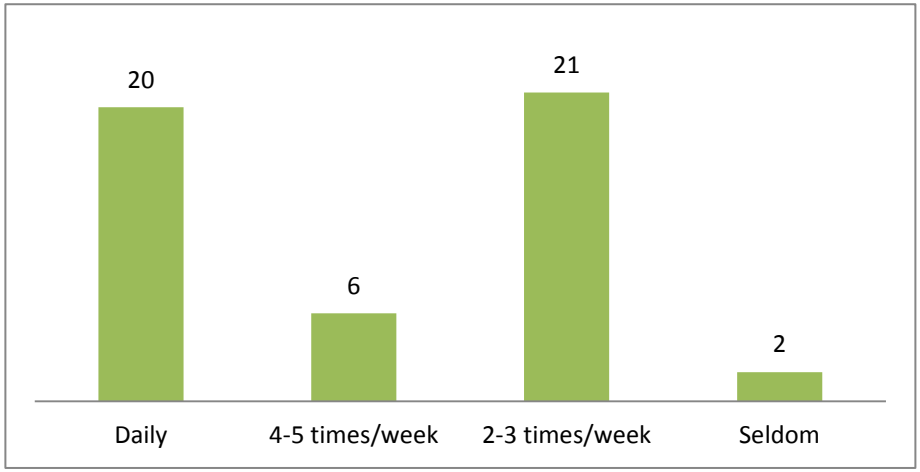
3. Do you have internet access and computer access at work for communication with school?



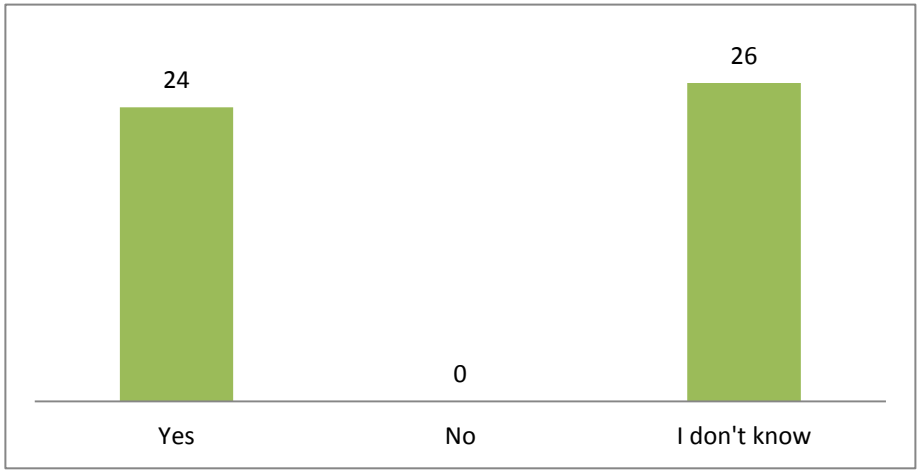
4. How often do you use the computer?



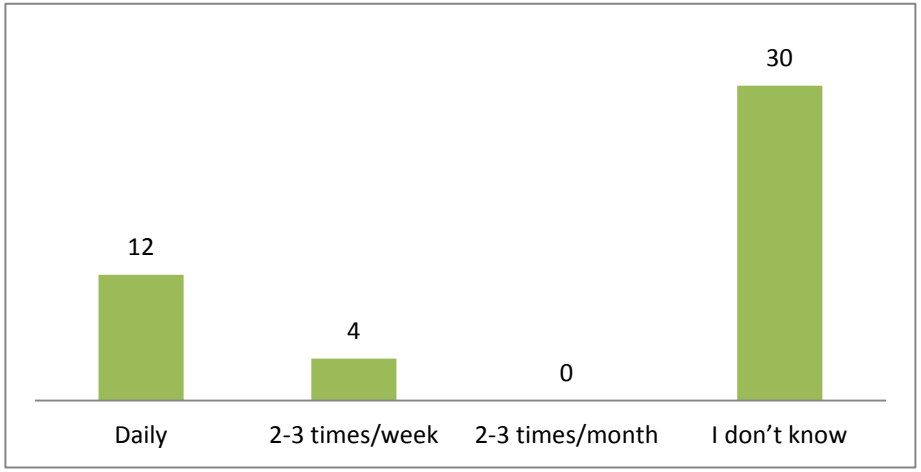
5. How often does your child use a computer at home or outside of school?



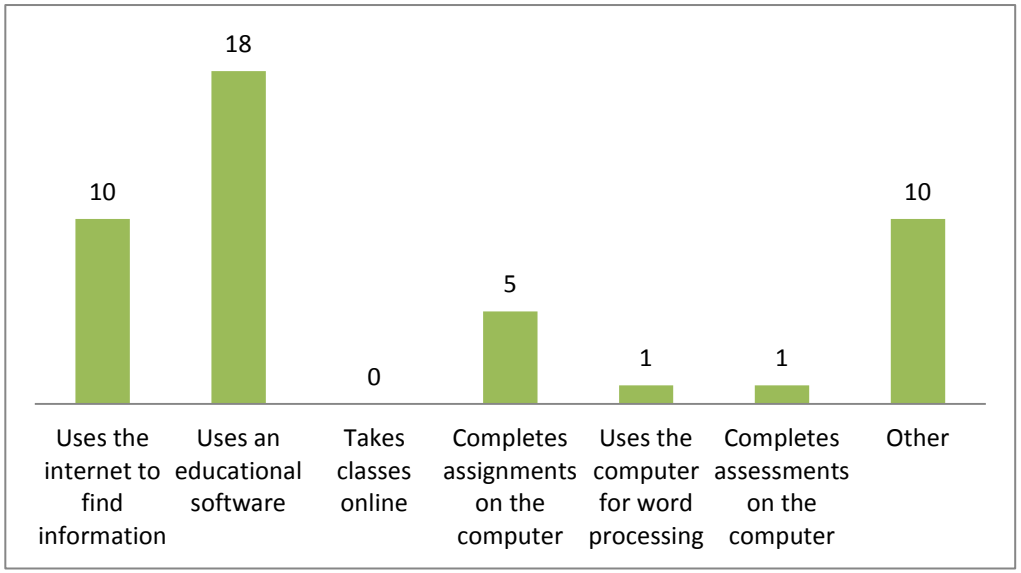
6. Does your child's teacher use a computer for instruction?



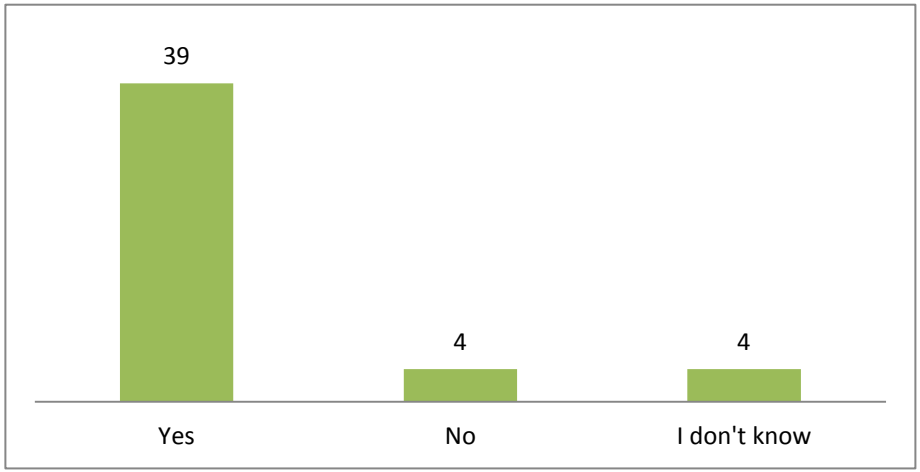
7. If yes, how often is this technology used?



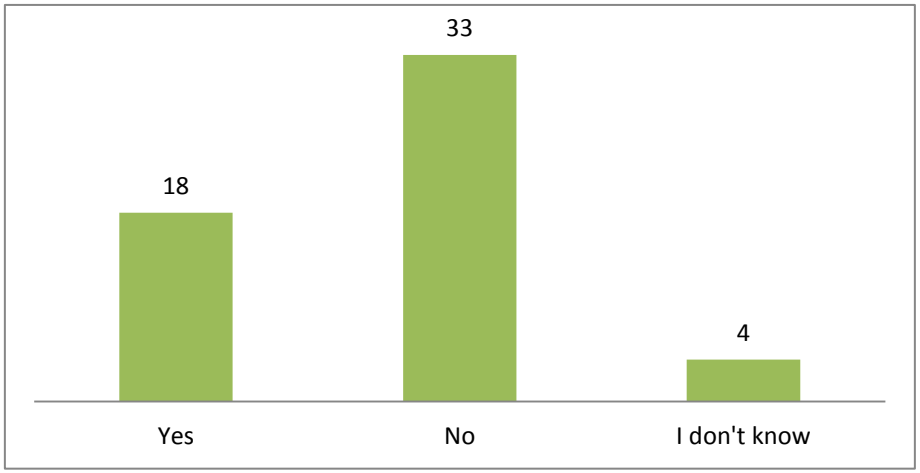
8. Mark all the ways you are aware that your child is using technology at school:



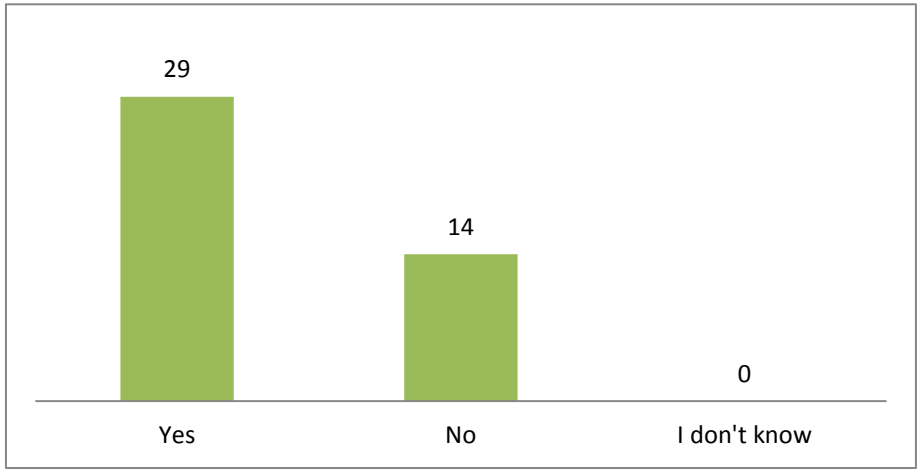
9. Do you use email?



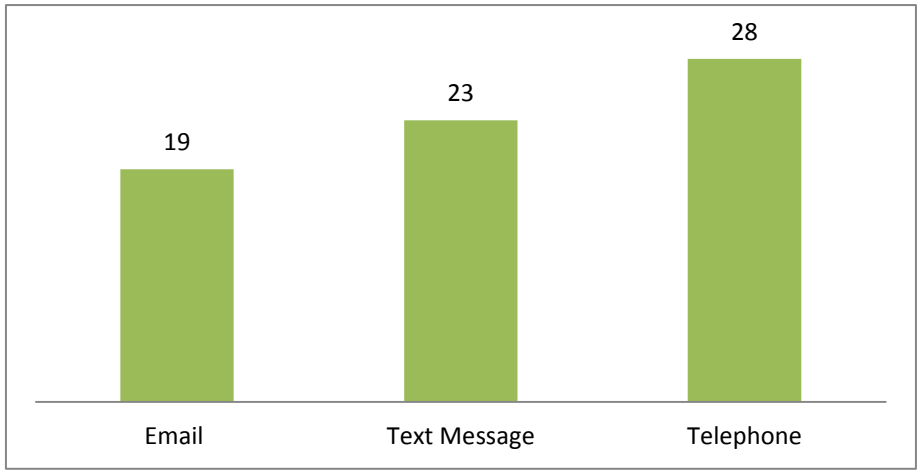
10. Have you ever communicated with your child's teacher or school via email?



11. Do you use text messaging?



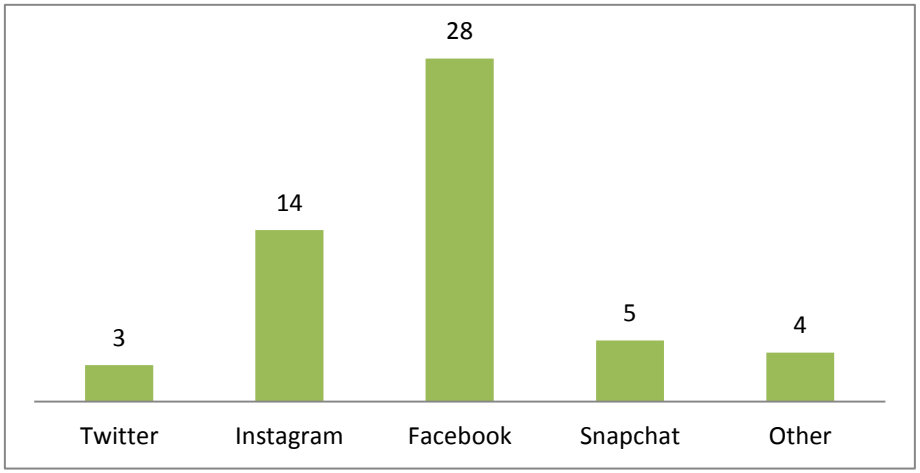
12. What is the best way to receive communications from school?



13. What is the location of your school site:

No responses given

14. I use the following social media sites (choose all that apply):



Additional comments and recommendations for program improvements:

- *I've been extremely impressed with his school and progress. I feel very fortunate to have had such a great first time experience in dealing with this process. I have highly recommended this school to all in need. (ECLC/Knott)*

- *This program has helped me a lot. It has given me a lot of support for Cynthia. She has had a lot of progress. Thank you. (translated)*

- *Los Alamitos has given me great service and support for my son in all aspects. Every time I ask for an evaluation, my questions are heard. (translated)*

- *For me, I like the program just the way it is. The staff is great with the students. (ECLC/Knott)*

- *My child has come a long way because of this program. Everything he knows and who he is, is because of this program. (Los Alamitos Oral DHH)*

- *Please give me my grades and reports of progress in my Spanish language. Thank you. (translated)*

- *I am very grateful with this school because my son has made a lot of progress. I would like you to continue helping him. (translated)*

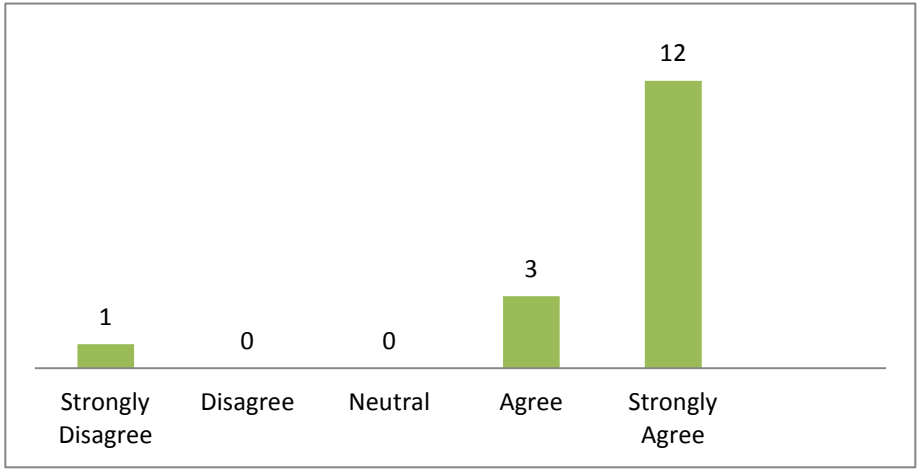
Local Control Accountability Plan *Special Schools Student* Survey Results

Spring 2016

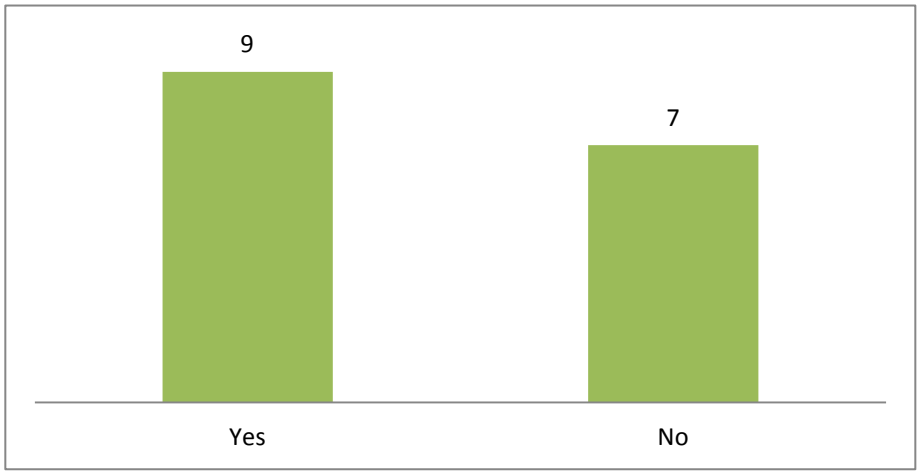
** Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

Curriculum and Classes for the term

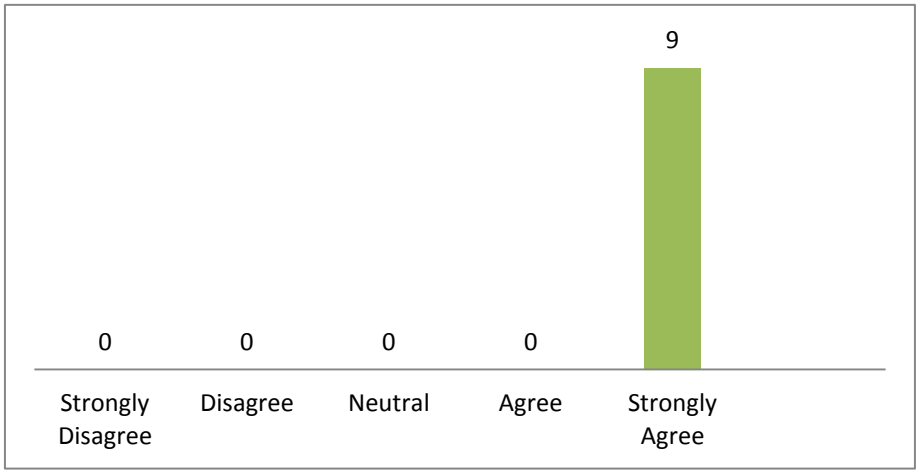
1. My school provides a good education for students.



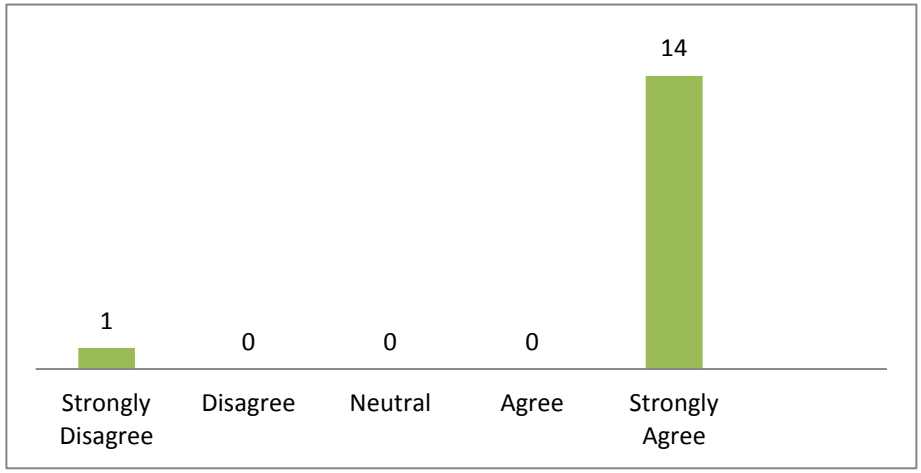
2. I am an English Learner, circle “yes” or “no”



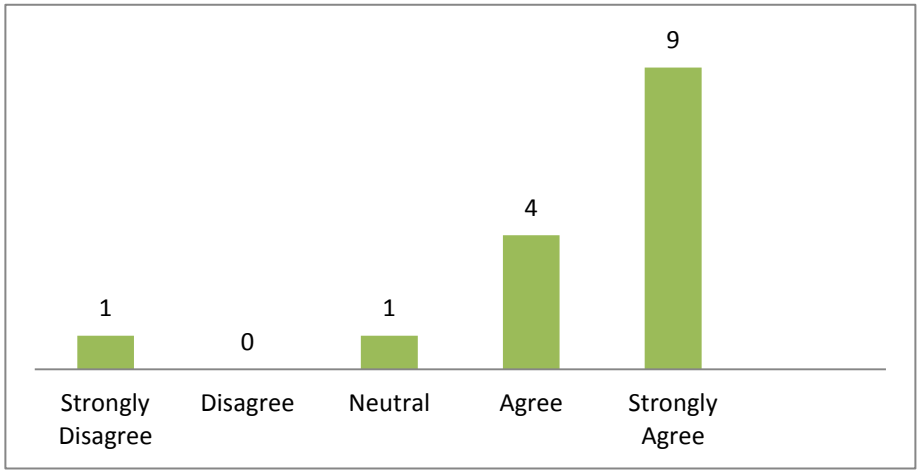
If yes, please respond to the following statement: I am being taught to speak, read and write in English.



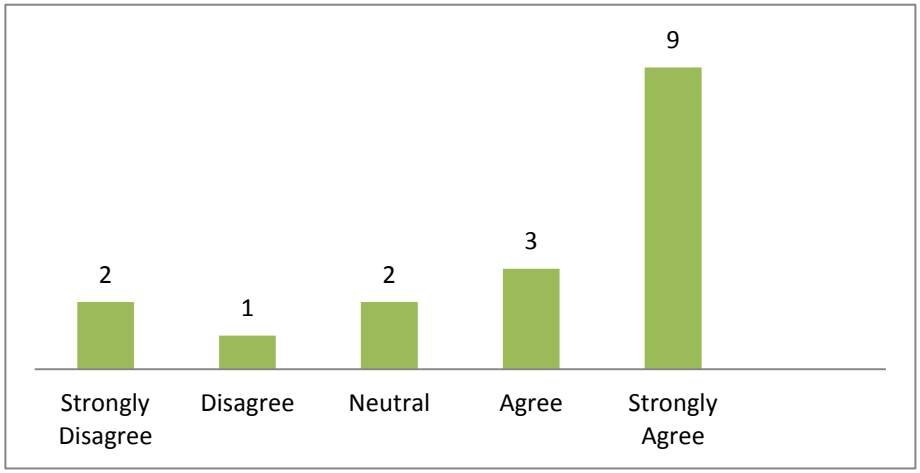
3. My school is preparing me for my future.



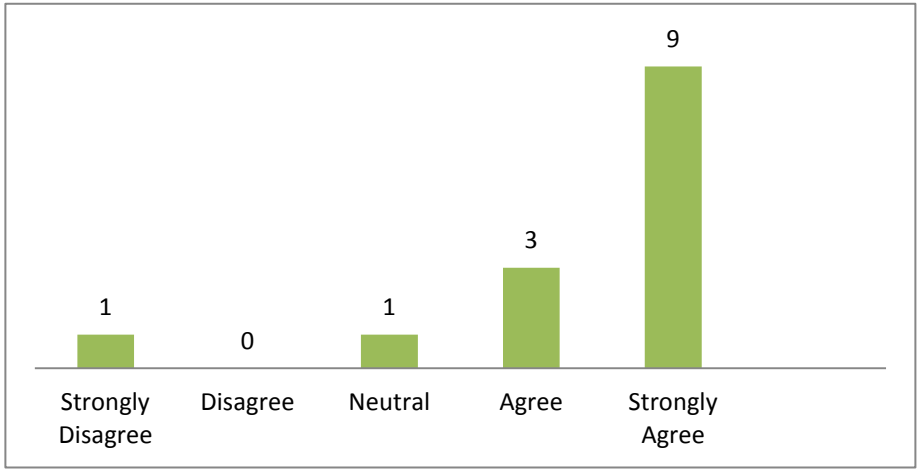
4. My school contacts my parents/guardian if I am often late to school or absent.



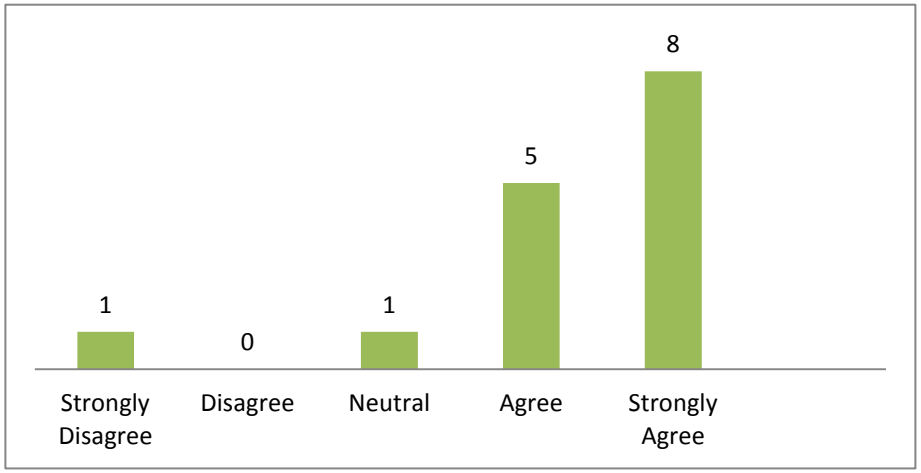
5. I look forward to coming to school each day.



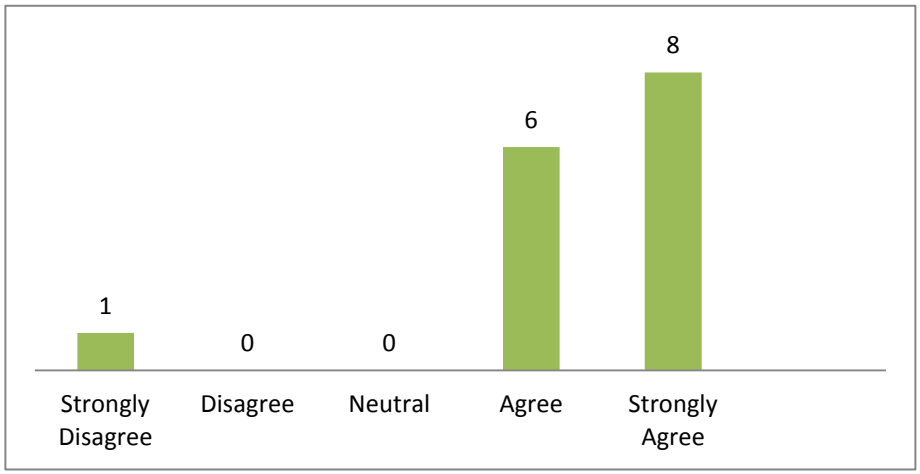
6. I feel safe while at school.



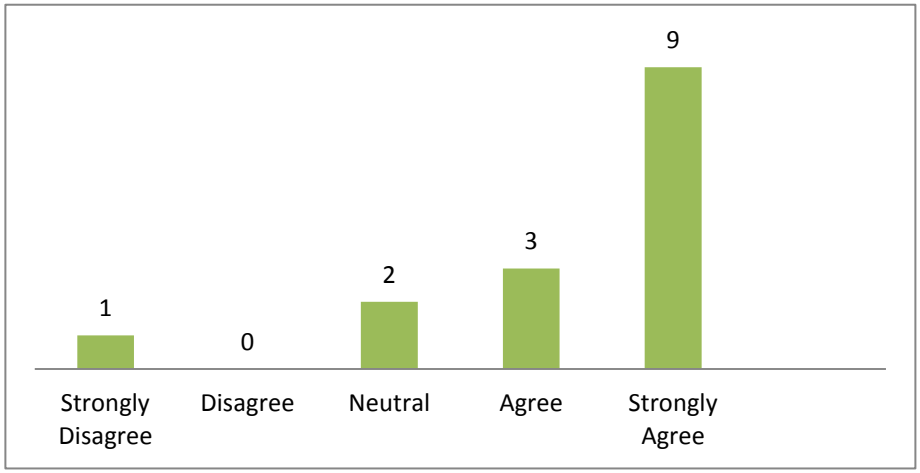
7. My school works with my parents/guardians to help me to be my best in school.



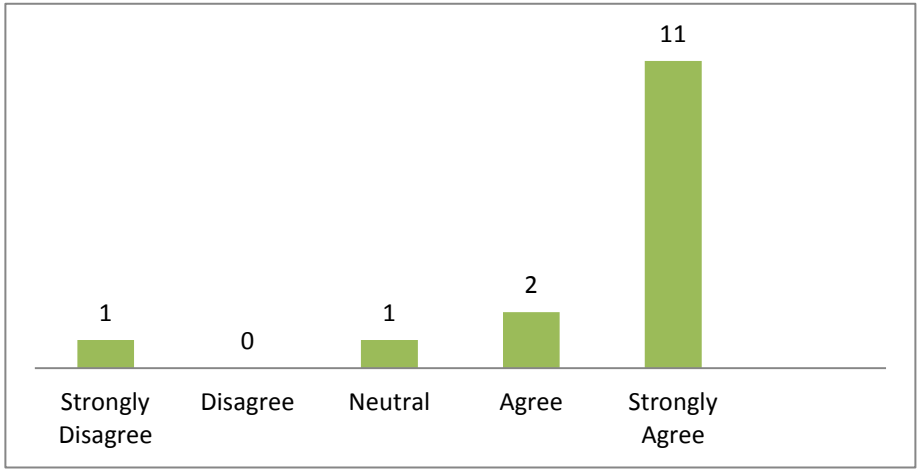
8. My teacher calls or writes my parents/guardian regarding my progress.



9. My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).



10. My school provides textbooks and learning materials to meet the needs of all students.

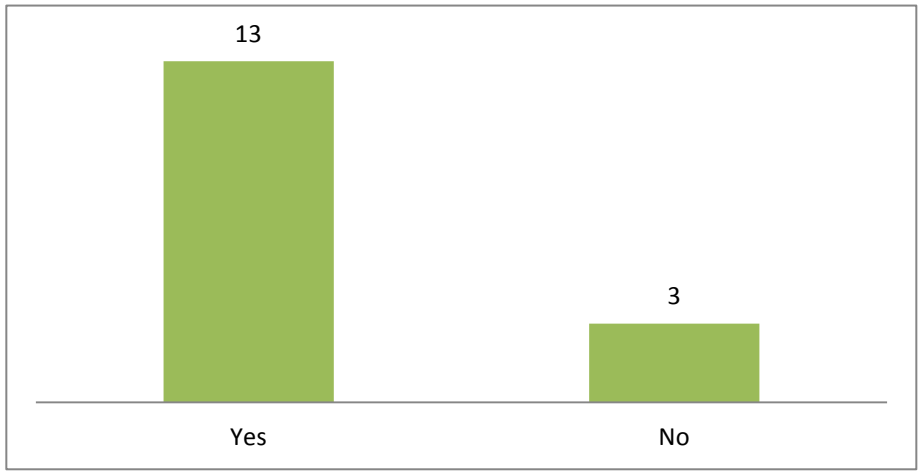


11. If you marked any item as “Strongly Agree” or “Strongly Disagree”, please share how the school can improve in this area.

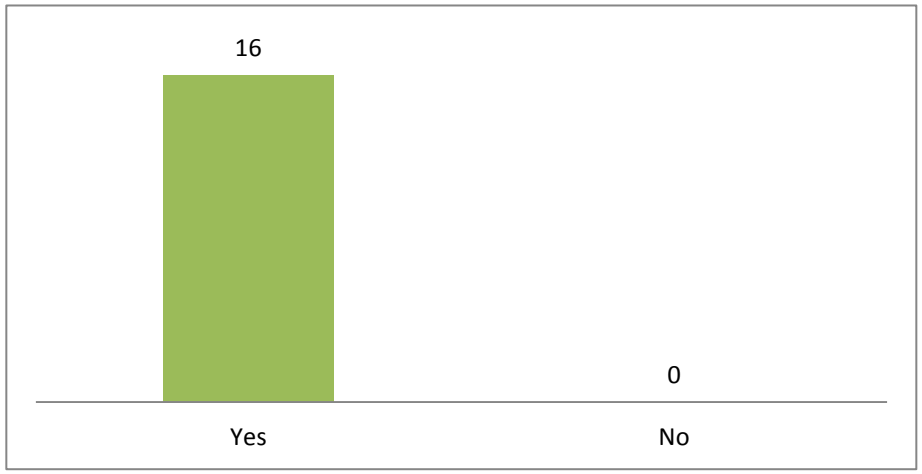
- *I do not want to go to any school.*
- *The (school) fountains and bathrooms are very dirty.*
- *Keep doing what the teachers do best – and that is helping me.*

Technology

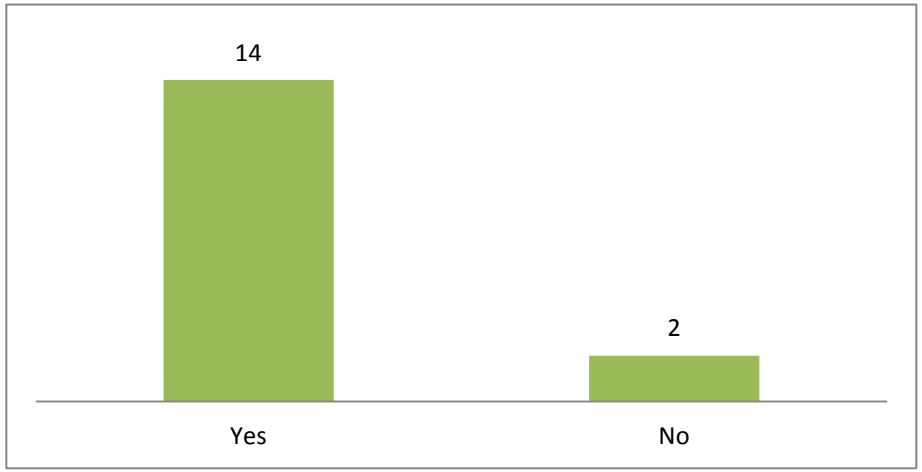
12. Do you use any type of computer device, like a smart phone, tablet, etc., at home?



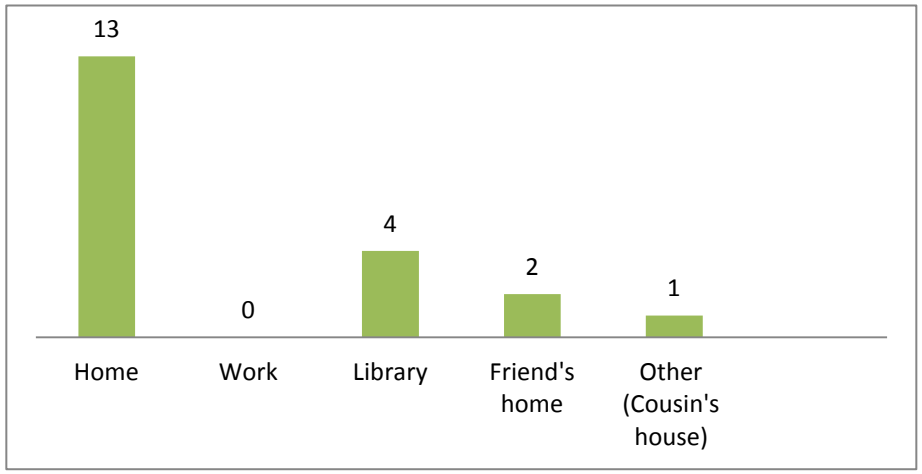
13. Can I use a computer device any time during the school day to work on my assignments?



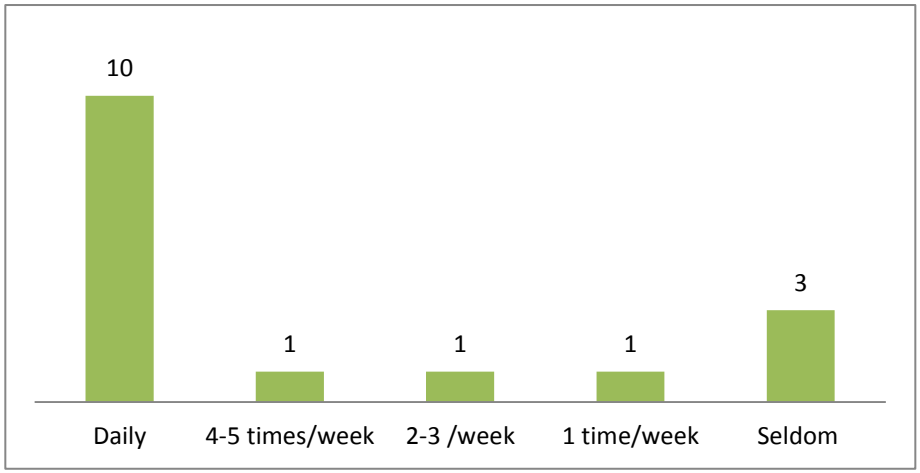
14. Do you have internet access when you are not in school?



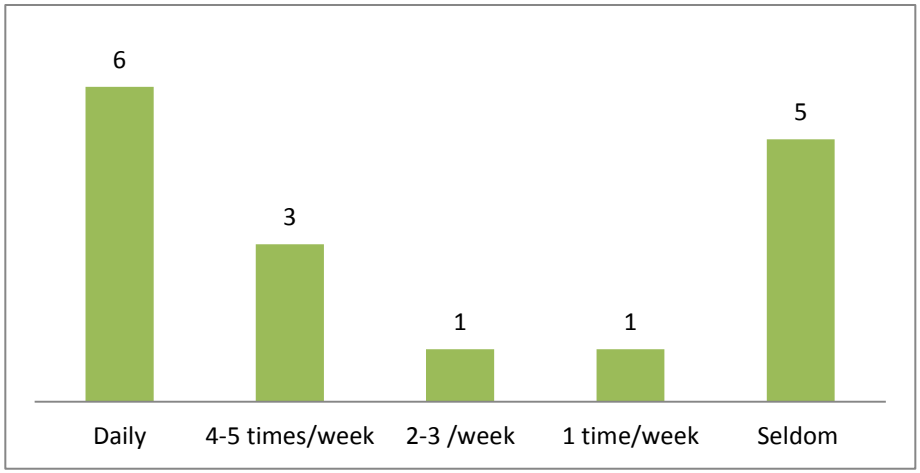
15. If so, where? Choose all places you have access to the internet.



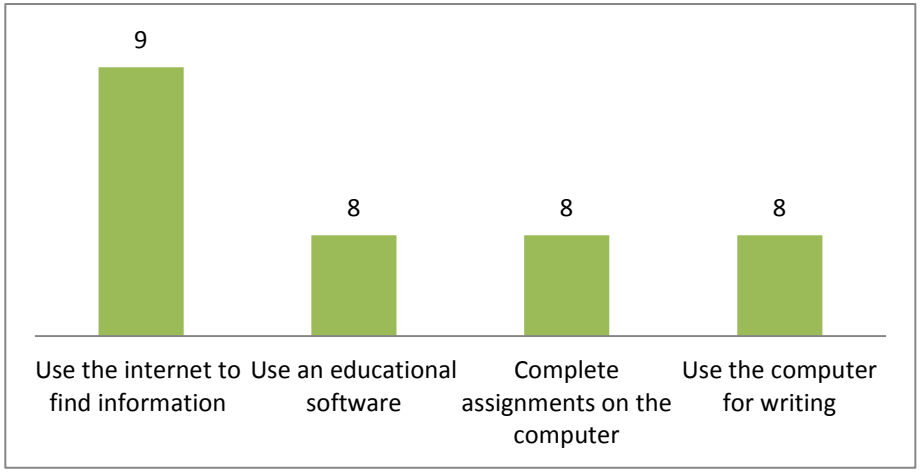
16. How often do you use a computer or other device at home or outside of school?



17. How often do you use a computer or other device at school to complete your assignments?

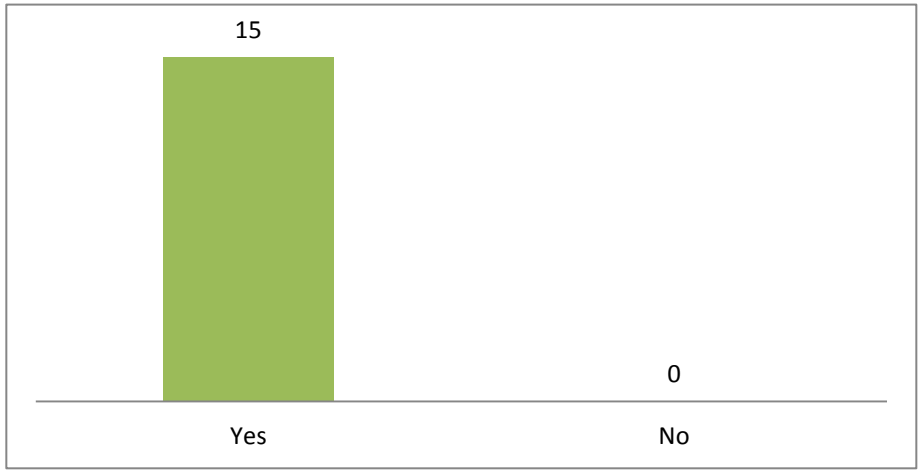


18. Choose all the ways you use technology in the classroom.

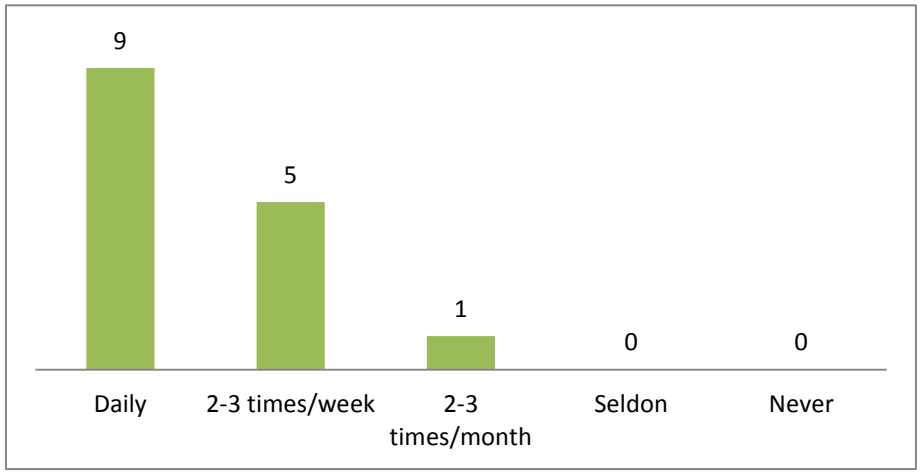


Instruction

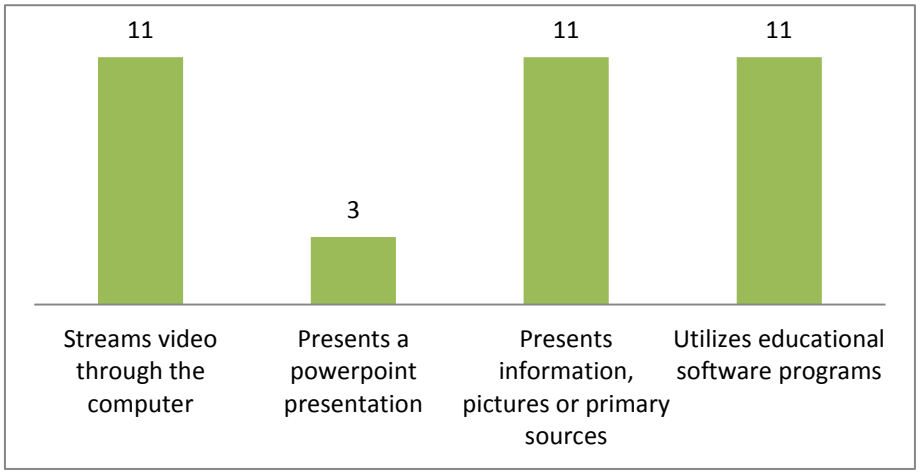
19. Does your teacher use technology in the classroom to deliver instruction?



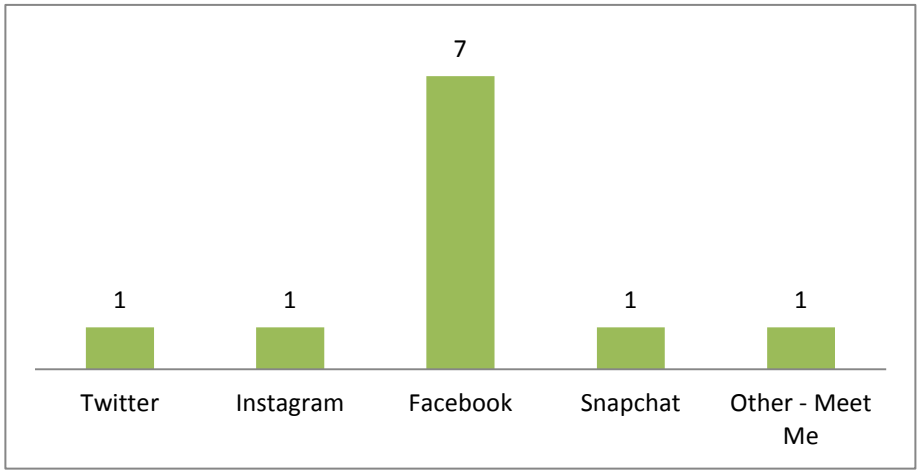
20. How often is technology used in the classroom for instruction?



21. Choose all the ways the teacher uses technology in the classroom with students:



22. I use the following social media sites (choose all that apply):



23. What is one thing that the school could do that would help you better achieve all of your learning goals?

- *Continuing to get students acclimated to using all electronic devices that are available to them.*
- *Everything is good.*

24. Do you have any questions or additional comments that you would like to share with the Orange County Department of Education staff and administration?

- *I learned a lot in school. This school have [sic] good staff.*
- *I feel safe at school. I learn a lot at school. My school was clean.*
- *I have nice teachers. I learn a lot.*
- *Everything is good.*

Local Control

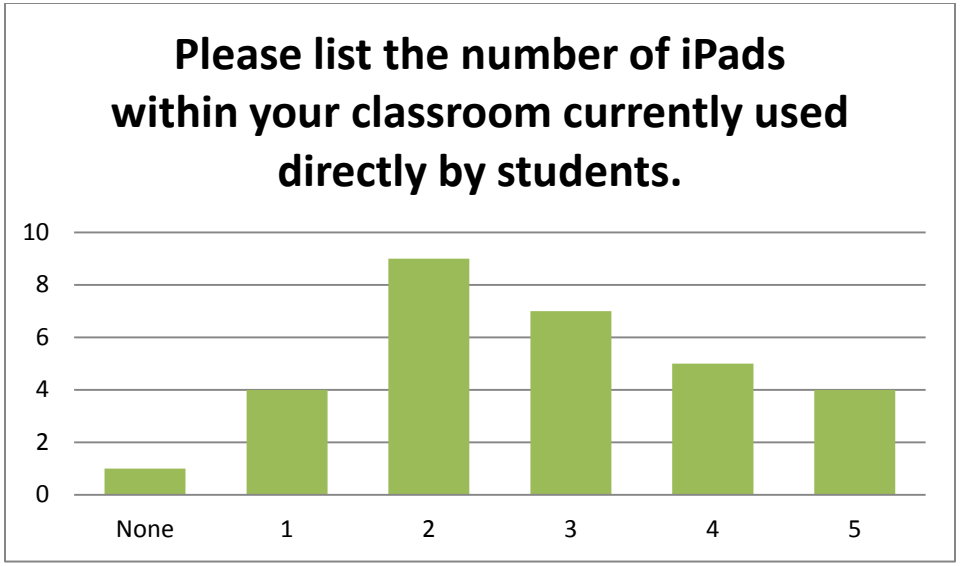
Accountability Plan

Special Schools Staff

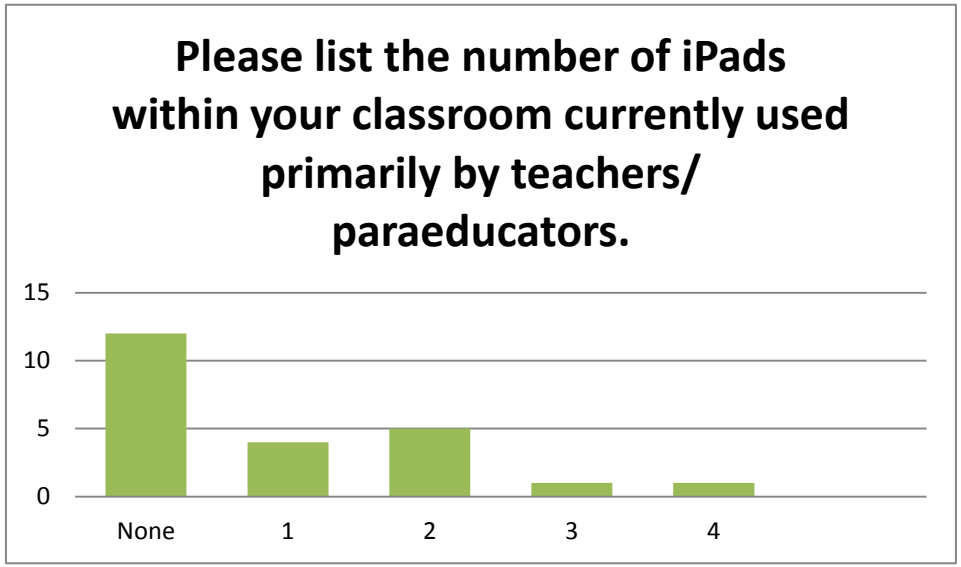
Technology Survey Results

Spring 2016

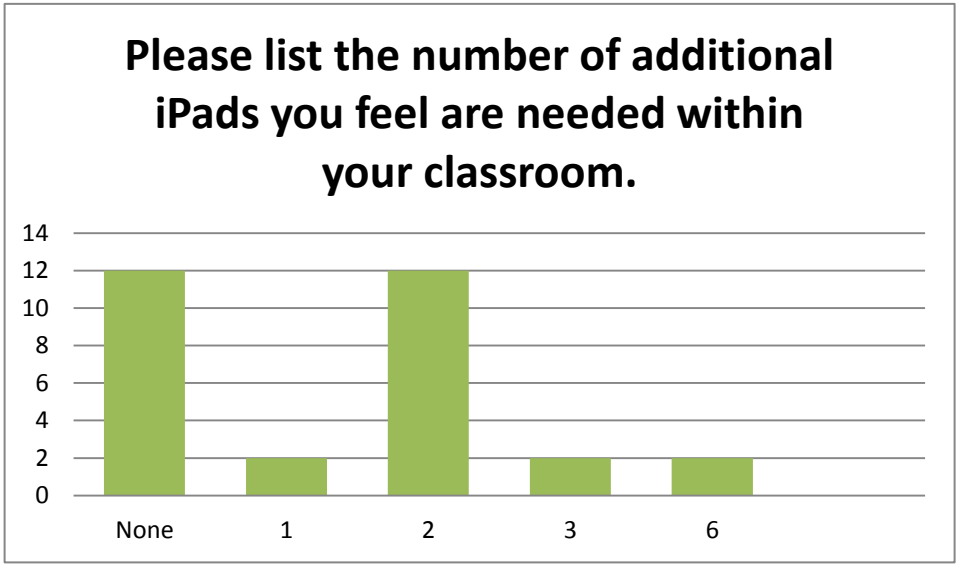
33 Total Surveys Received



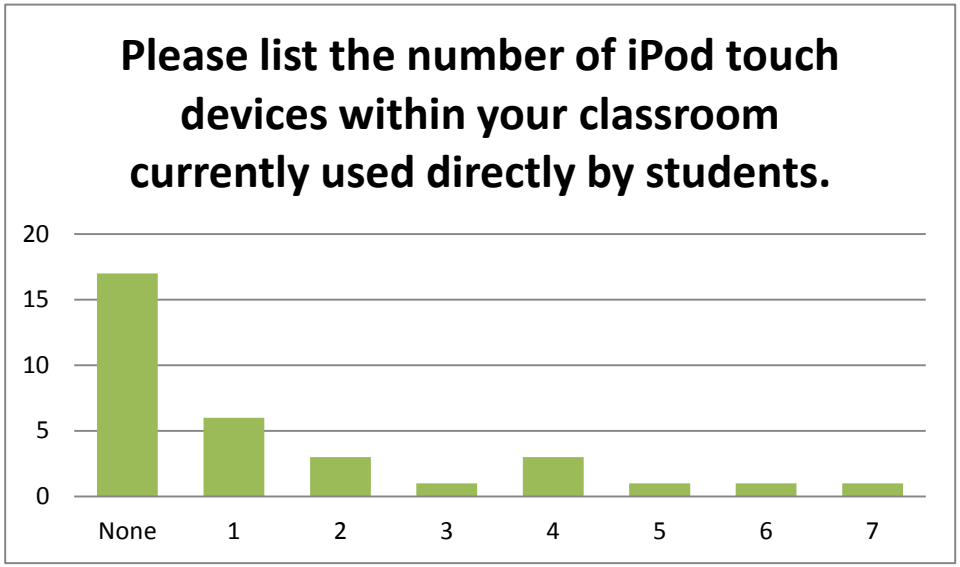
Number of iPads used by students:	Percentage of respondents:
None	3%
1	12.1%
2	27.3%
3	21.2%
4	15.2%
5	12.1%
6	3%
10	6.1%



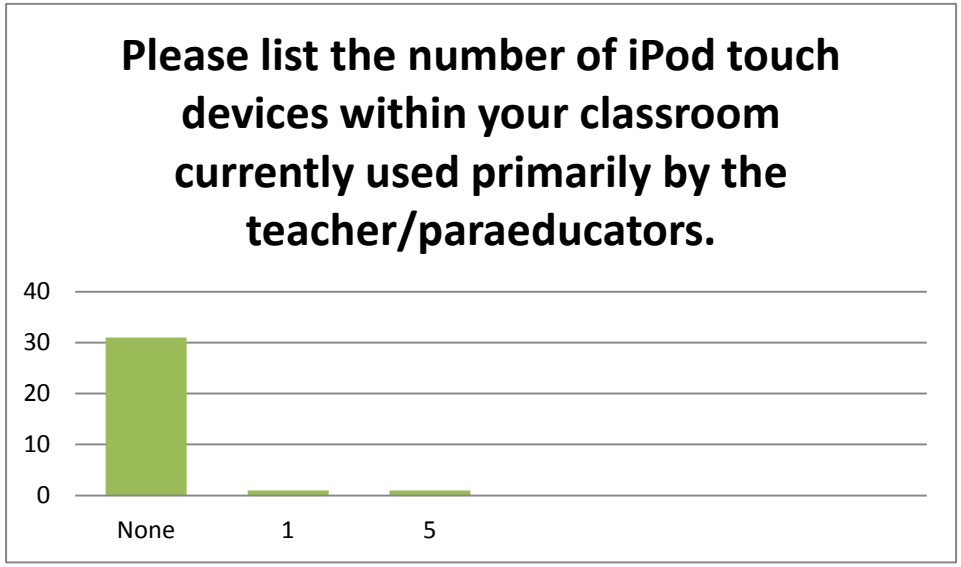
Number of iPads used by teachers /paraeducators:	Percentage of respondents:
None	36.4%
1	42.4%
2	15.2%
3	3%
4	3%



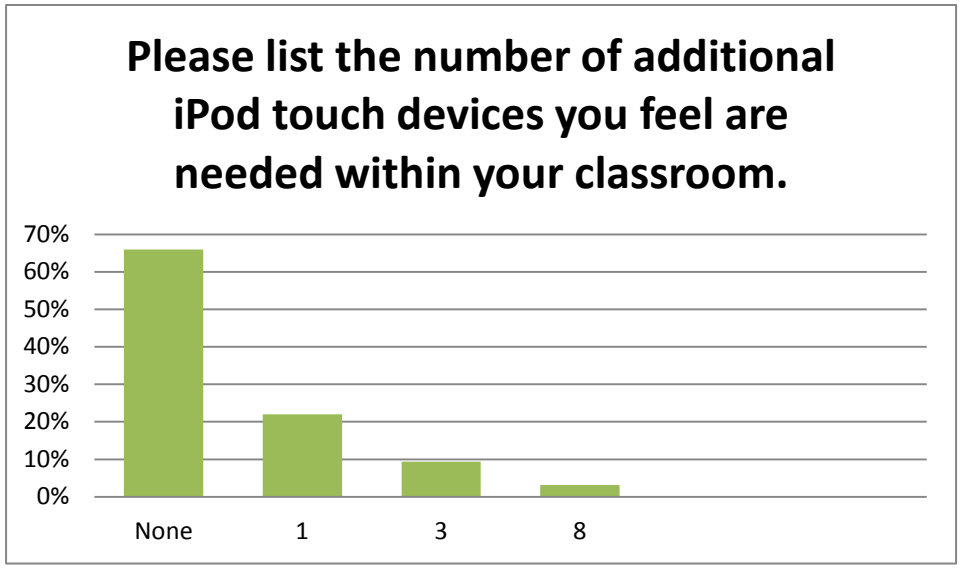
Additional iPads you feel are needed:	Percentage of respondents:
None	40%
1	6.7%
2	40%
3	6.7%
6	6.7%



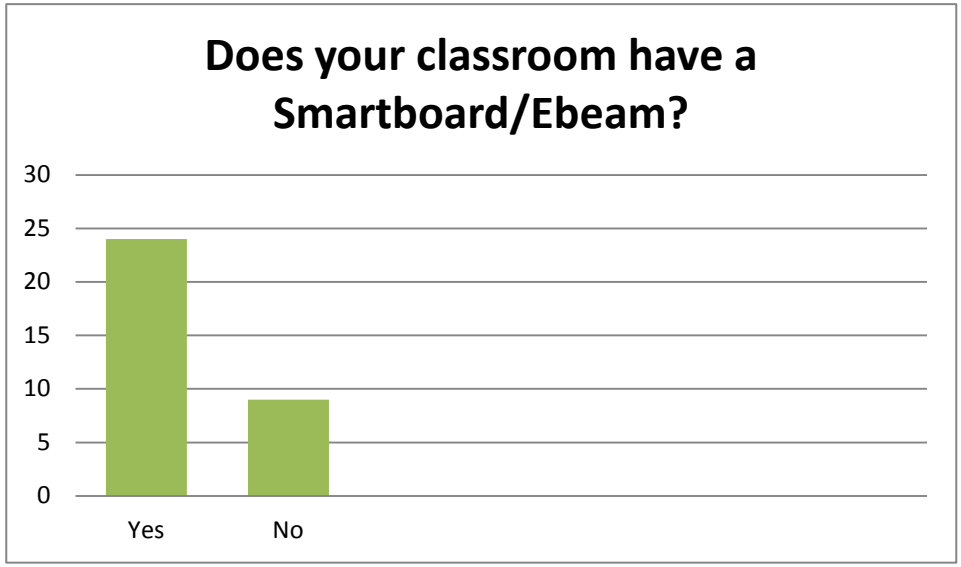
iPod Touch devices used by students:	Percentage of respondents:
None	51.5%
1	18.2%
2	9.1%
3	3%
4	9.1%
5	3%
6	3%
7	3%



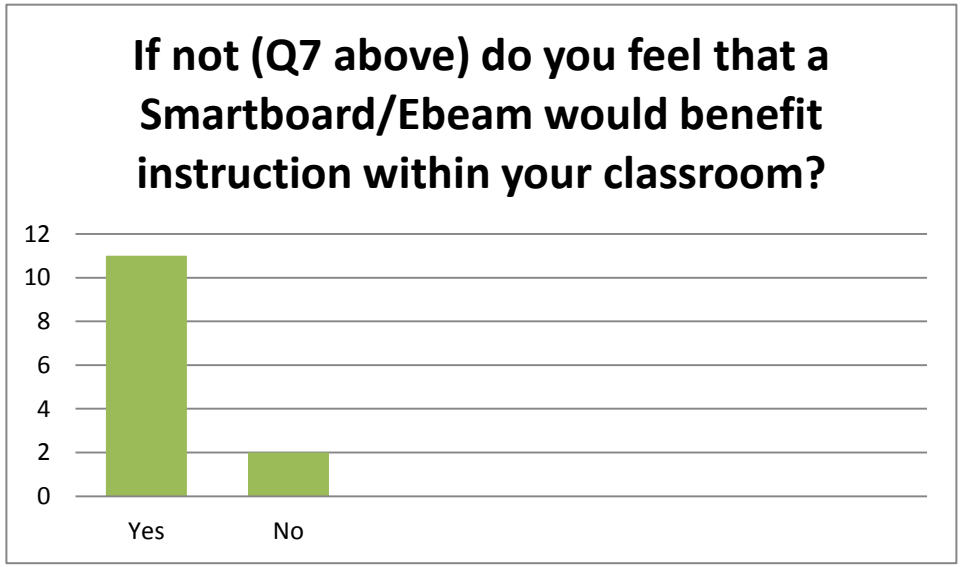
iPod Touch devices used by teachers/ paraeducators:	Percentage of respondents:
None	94%
1	3%
5	3%



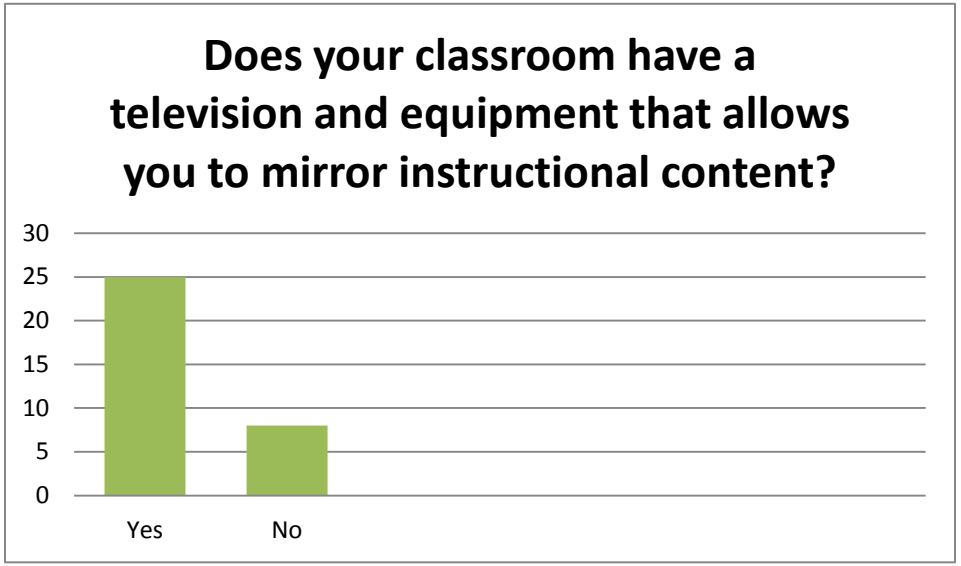
Additional iPod Touch devices you feel are needed:	Percentage of respondents:
None	66%
1	22%
3	9.4%
8	3.1%



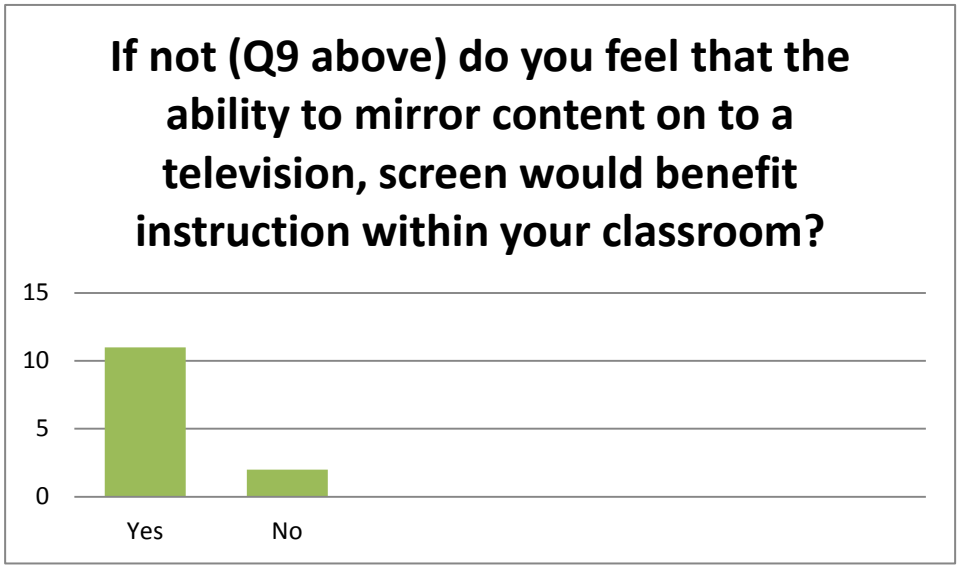
Does your classroom have a Smartboard/Ebeam?	Percentage of respondents:
Yes	72.7%
No	27.3%



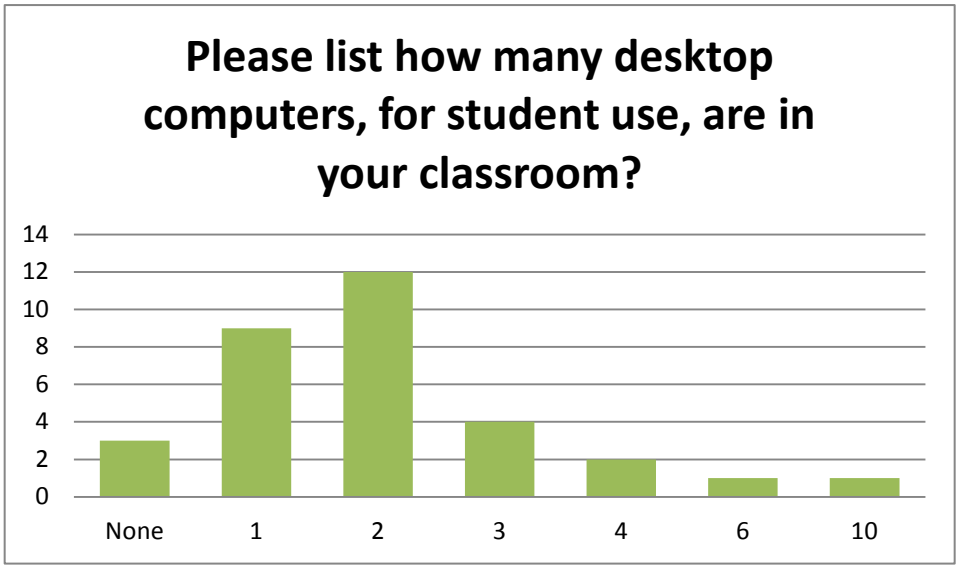
Would a Smartboard / Ebeam benefit instruction?	Percentage of respondents:
Yes	70%
No	30%



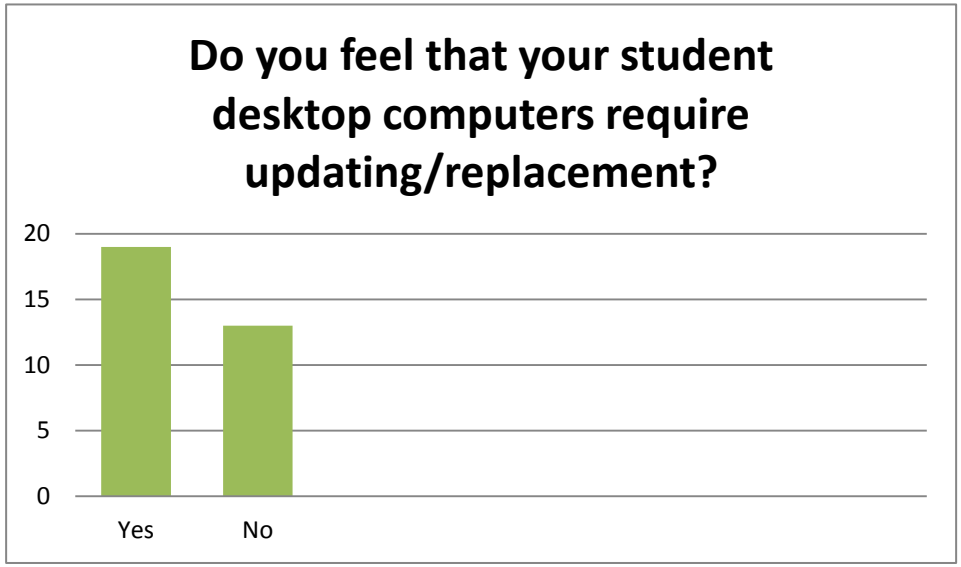
Can you mirror instructional content in your classroom?	Percentage of respondents:
Yes	75.8%
No	24.3%



Would the ability to mirror instruction benefit your classroom?	Percentage of respondents:
Yes	84.6%
No	15.4%



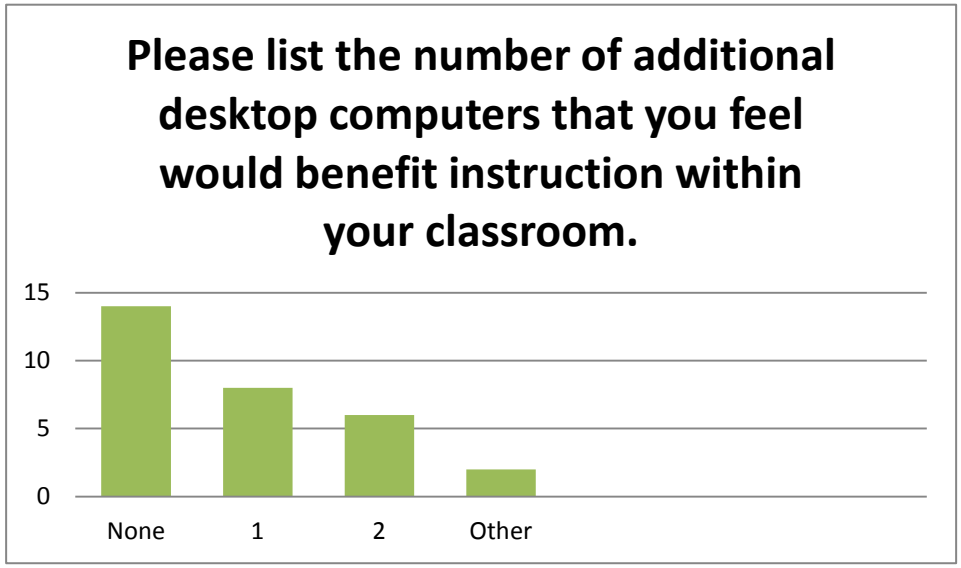
How many desktop computers, for student use, are in your classroom?	Percentage of respondents:
None	9.4%
1	28%
2	37.5%
3	12.5%
4	6.3%
6	3.1%
10	3.1%



Desktop computers require updating /replacement?	Percentage of respondents:
Yes	59.4%
No	40.6%

If yes (Q 12 above), please explain why:

- *Software too old on student computers to be used with new printers.*
- *The room has two very old macs and they cannot connect to the internet at Mann, only PC*
- *Slow, need updating*
- *The Mac is very slow and the students get frustrated waiting for it to load.*
- *Very temperamental, frequently unable to use for students due to tech issues.*
- *Laptop has been brought in by staff and is 8 years old.*
- *Both student computers frequently freeze. Both run extremely slow and outdated.*
- *This is a preschool classroom; students have more success using an iPad. They lack the coordination to properly operate a mouse.*



Additional desktop computers:	Percentage of respondents:
None	47%
1	27%
2	20%
Other	7%

ORANGE COUNTY DEPARTMENT OF EDUCATION
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AL MIJARES, Ph.D.
County Superintendent of Schools

May 17, 2016

The Orange County School Educators Association (OCSEA) support and appreciate the collaborative process utilized to develop the OCDE LCAP. Our members support the inclusive process for input provided by parents, students, partners, and teachers to develop the LCAP and align our goals for student success.

Additionally, we are happy to see the Charter petition we supported last year has been approved to support an underserved at-risk population.

Julie Ames, President
OCSEA

ORANGE COUNTY BOARD OF EDUCATION
JOHN W. BEDELL, PH.D.
DAVID L. BOYD
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ACRONYMS AND ABBREVIATIONS
LCAP ANNUAL UPDATE

ACCESS	Alternative, Community and Correctional Education Schools and Services
ADA	Average Daily Attendance
AP	Advanced Placement
AT/AAC	Assistive Technology/Alternative Augmentative Communication
AU	Administrative Unit
CAHSEE	California High School Exit Exam
CAI	Career Awareness Inventory
CELDT	California English Language Development Test
CHEP/PCHS	Community Home Education Program/Pacific Coast High School
CM	Constructing Meaning
COE	County Office of Education
CSEA	California School Employees Association
CTE	Career Technical Education
CWA	Child Welfare and Attendance
D/HH	Deaf/Hard of Hearing
DELAC	District English Learner Advisory Committee
EADMS	Educator's Assessment Data Management System
EAP	Early Assessment Program
EDMS	Equitable Distribution Monitoring System
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELDA	English Language Development Assistant
EPR	Educational Progress Report
FYSP	Foster Youth Services Plan
GB	Gigabyte
HQT	Highly Qualified Teacher
IEP	Individual Education Plan
IT	Information Technology
LACOE	Los Angeles County Office of Education
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
MB	Megabyte
MELD	Monthly English Language Development
OCCP	Orange County Children's Partnership
OCDE	Orange County Department of Education
OCSEA	Orange County Schools Educators Association
PTA	Parent Teacher Association
R-FEP	Redesignated-Fluent English Proficient
SCT	School Consultation Team
SELPA	Special Education Local Plan Area
SES	Special Education Services
STEM	Science, Technology, Engineering, and Math
TK	Transitional Kindergarten
UC	University of California
ULS	Unique Learning System
VDI	Virtual Desktop Infastructure
VM Ware	Virtual Machine Ware
VPSS	Verification Process for Specialized Settings
WASC	Western Association of Schools and Colleges