

Orange County Department of Education Local Control Accountability Plan: 2017-2020 Annual Update: 2017-2018



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-2020 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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.

We provide our students with a caring, safe, and successful learning environment, lifelong skills, and instill a voice that leads to transformation. We incorporate a technology rich environment that stimulates meaningful dialogue and application of real life skills, including CTE opportunities. We support the whole child in building confidence through an engaging, rigorous, individualized academic program that includes co-curricular activities. We value our dedicated faculty, parents, community, and partners who make a difference for students by creating a pathway for future continued success. We commit to a high level of student engagement and attendance, increased academic achievement, and positive collaborative behaviors that promote students becoming productive citizens who are college and/or career ready.

The thread that is woven throughout this document is one of engagement. The goals, actions, and services target the engagement and participation of students, staff, parents/guardians, and stakeholders in the educational process. Through ongoing collaboration, outreach, and communication, we have built a community focused on student engagement, learning, and achievement.

As we become more successful in engaging students in the empowerment of their learning, college, career, and life readiness goals become a reality. By providing students with engaging 21st Century learning opportunities, such as digital media, online learning, and virtual platforms, technology becomes an integral part of the academic process. This engagement also includes increased parent involvement, providing enhanced co-curricular activities, improved and rigorous curriculum, and additional student support services which afford the optimum framework for student success.

In addition to supporting local school districts, the Orange County Department of Education (OCDE) 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 A.) 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 the Special Education Division that serves students with severe physical and cognitive disabilities, and deaf and hard of hearing students from birth through 22 years of age residing in Orange and surrounding counties.

The following OCDE programs 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 Education Division 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. (Note: Special Education Division and Special Schools refer to the same program. Special Education Division is the formal name for the program.)

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 the unduplicated count for foster youth, low-income, and English Learners. Based on California Longitudinal Pupil Achievement Data System (CALPADS) information day report calculates the percentage of this unduplicated count to be 69%, and therefore, the majority of the actions and services listed are targeted to address their needs. However, when appropriate, we have specifically identified particular student groups and the actions and services intended to support them. A detailed breakdown of OCDE student demographic information can be found in Appendix C.

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

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP. ***(Found in Annual Update)***

Please note that the designation of "LEA-wide" refers to all schools in ACCESS, and all schools in the Special Education Division. The "Schoolwide" designation refers to all ACCESS schools or all schools in the Special Education Division. The "ACCESS-wide" designation includes approximately 4,000 students in ACCESS programs, and approximately 500 students in Special Education Division programs. The designation for "All Students," "All Schools," encompasses all foster youth in Orange County schools.

Offered Greater Access to Technology

- Improved student-to-device ratio (Goal A.2)
- Expanded student laptop lending program (A.1-2)
- Provided wireless hotspots to students for out-of-school connectivity to curriculum (A.1-2)
- Increased student participation in online courses (A.2-3)
- Deployed Promethean Boards to selected day school sites and provided staff training (A.2-2)
- Adopted and Implemented New Curriculum (C.1-1)
 - Social Science (Pearson Realize) (C.1-9)
 - Math (Agile Mind) (C.1-9)
 - English Language Arts (ACCESS Character Education) (C.1-12)

Targeted Student Support Services and Co-curricular Activities

- Sport-themed, character building activities (B.2-5)
- Summer at The Center theater arts program (B.2-2)
- Career Success Week for employability skill building (B.2-6)
- College Tours and Career Forum (B.2-2)
- Mock Trial (B.2-2)

Implemented Multiple-Tier System of Support (MTSS), Universal Design for Learning (UDL), and Restorative Practices

- Trained 160 staff members in Restorative Practices (C.5-2)
- Continued to staff four Community School Clinicians to address social-emotional student needs (C.4-3)
- Added one additional Community School Nurse to address student health needs (C.4-10)
- Provided release time for staff to visit exemplary classrooms utilizing technology (A.2-6)
- Expanded Career Technical Education (CTE) by offering Public Service courses (B.2-4)
- Six Teachers on Special Assignment provided coaching, lesson design, and support in classrooms (A.2-4 and Goal C.1)
- Partnered with UCI to create middle school and high school integrated history lessons (C.1-10)
- Coaching provided by curriculum committees to ensure effective implementation of curriculum (C.1-9)
- Continued to support language acquisition of English Learners through the assistance of English Language Development Assistants (ELDAs) and the continued writing of designated ELD curriculum (C.1-5)

Expanded Services in the Special Education Division

- Adopted and implemented ST Math (A.2-5)
- Trained six staff members in Restorative Practices (B.2-9)
- Created a 4H Club at Harbor Learning Center for both ACCESS students and Special Education Division students to work collaboratively (B.2-2)
- Venado Middle School Deaf and Hard of Hearing program participated in the Gallaudat University sponsored Battle of Books (B.2-2)
- University High School Deaf and Hard of Hearing program hosted and competed in the Gallaudat University sponsored Academic Bowl (B.2-2)
- OCDE Deaf and Hard of Hearing program produced a video "Brave" to showcase deaf education through cooperative learning (B.2-2)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

This year, our areas of greatest progress, as evidenced in the LCAP document and stakeholder feedback, are as follows:

- Improve technology infrastructure and increase number of student devices
- More opportunities for parent trainings
- Continued support provided by Teachers on Special Assignment (TOSAs)
- Division-wide training and implementation of Restorative Practices
- Collaboration between Special Education Division and ACCESS

New firewalls, endpoint protection software, and the purchase of 513 devices and 35 Promethean Boards provided greater accessibility and reliability for student use of technology for instruction.

More trainings were offered to parents/guardians to learn communication techniques, how to set appropriate boundaries, and ways to be more involved in their child's education. Parents expressed the value of the information that they received in these trainings, and students reported improved relationships at home. As a result, teachers have noticed greater parent involvement and better behavior in the classroom.

TOSAs are providing a greater level of support to students and staff through coaching and the sharing of best practices. This level of support is evidenced through the creation of curriculum websites, lesson guides, and supplemental materials. Teaching staff have shared their appreciation of the TOSA support in assisting with the implementation of the new curriculum, and navigating the online resource materials.

Restorative Practices provides a comprehensive and mindful approach to the social-emotional needs of students. Instructional staff has been trained in the use of restorative circles to address behavior management in the classroom. Students and staff have responded favorably to participating in the restorative circles, and are beginning to implement these practices on a regular basis. These practices are having a positive impact on student behavior, and teachers are seeing fewer classroom disruptions.

The OCDE Deaf and Hard of Hearing program at University High School continues to compete on a national level academically and is recognized for its achievements. Special Education Division continues to implement and adopt resources and materials to support students with the most significant needs. These materials include ST Math, SEACO Access Guide, and SANDI/FAST. The ongoing support of the Special Education Division TOSA is highly valued by the program and by staff.

During 2018-19, in order to build upon our success as listed above, we plan to institute the following:

- Expanded parent training opportunities and information events
- Continued teacher support, coaching, and lesson design from TOSAs
- Enhanced use of Restorative Practices in our community and court schools
- Increased usage of ST Math, SEACO Access Guide, and SANDI/FAST by Special Education Division

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The LCAP has provided the unique opportunity to look at the critical needs of the program and its students with the actions and services as a vehicle for addressing these essential areas. In reviewing the Annual Update and evaluating LCFF Rubrics, student attendance is a significant area of need. Data indicates that our attendance rate has decreased 2% from the prior year, falling short of our goal of 75%. Students continue to enter our program with more significant attendance, academic, behavioral, and emotional needs, thus negatively impacting our attendance rate. Our plan to address these needs include administrators continuing to conduct Student Intervention Team meetings to address student attendance issues, as well as utilizing the support of the District Attorney and Student Attendance Review Board. Additionally, we will continue funding for community school clinicians, school counselors, school nurse, and expand opportunities for co-curricular activities, including Pure Game, Summer at The Center, and Career Success Week, to better engage students in their learning (Goals B.2 and C.4).

Based on feedback obtained from our stakeholders, students are entering the school program with increased mental health needs. Through the use of Restorative Practices, greater implementation of Multi-Tiered Systems of Support (MTSS), improved assessment upon entry, the hiring of specialized staff for behavior management, and maintaining the four community school clinicians, we will continue to address the behavioral and emotional needs of students.

As we address these needs through a consistent implementation of tools, resources, and staff provided through the LCAP, the intended outcomes for students would be an improved attendance rate due to support services, increased graduation rates as a result of greater student engagement in their learning, and improved assessment results through more targeted support for students.

In the Special Education Division program, curriculum implementation of state standards aligned to the needs of students with the most significant disabilities remains a priority. This need increases with the approaching implementation of the Next Generation Science Standards. There continues to be a need to create inclusive and vocational opportunities for our students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

As a county-operated alternative education program, we operate under the Dashboard Alternative School Status (DASS). The Fall 2017 Dashboard Local Indicators reflect that all state priorities have been met. Currently, there are no student performance levels in our dashboard.

While there are no official student performance levels being reported on our dashboard at this time, we recognize that the proficiency level of all our students, including specific student groups, needs improvement. Math and English Language Arts (ELA) CAASPP performance results for ACCESS community schools and Juvenile Hall students show slight growth, but continues to be a challenge. Students are entering our program with significant gaps in their learning, behind in credits, and reading far below grade level. Students exceeding or nearly meeting standards on CAASPP assessments is a percentage that needs to be improved. The following actions and services are in the 2018-19 LCAP to address this concern: tutoring (C.1-4), English Language Development Assistants (ELDAs) (C.1-5), newly-adopted curriculum (C.1-9), TOSAs (C.1-10), partnership with UCI (C.1-16), and increased accessibility (A.1-2) and usage of technology and educational software resources (A.2-6).

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

While the actions and services contained within the LCAP are intended to provide a comprehensive and engaging learning program for all students, including unduplicated students, improved services specifically targeting low-income students, English learners, and foster youth are being addressed in the following areas of the LCAP.

Low-Income: Bus passes and school supplies (C.4-6 and C.4-7).

Foster Youth: Integrated database to monitor foster youth school stability and academic progress (B.5-1).

English Learners: ELDAs, classroom support assistants for EL students; EADMS, a database to monitor EL achievement data (C.1-5 and C.1-8); and, create, revise, post, and implement designated ELD (C.1-13).

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year 2018-19	\$222,732,244
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year 2018-19	\$72,576,504

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Our vision is that “Orange County students will lead the nation in college and career readiness and success.” We play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, and community organizations. 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. As a county office we are required to provide mandatory services to the school districts within Orange County. We are mandated to provide fiscal oversight and oversight of the Local Control Accountability Plans to 27 school districts in Orange County. As a county office we incorporate expenditures to help support the various functions needed to help our districts, community colleges and special agencies. We provide payroll, retirement reporting and check disbursement for school districts, community colleges and special districts. We partner with districts to provide financial system support, legal services and credentialing services.

We are a leader in assisting our districts in meeting state standards and providing technical assistance for their Local Control Accountability Plan by offering professional development opportunities. We have committed resources to provide support from early childhood to higher learning.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year 2018-19	\$97,917,698

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal A.1

Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:

Goal A.1: Increase bandwidth connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 7-Course Access

Annual Measureable Outcomes

Expected

Actual

Circuit Capacity

Circuit capacity has been maintained at 1GB.

Classroom Connectivity: Finish upgrade for remaining 25% of schools.

The remaining 25% of schools requiring upgrades to bandwidths have been completed. The bandwidth at school sites for 2017-18 varies between 25-100MB

Deployment of server and software for Virtual Desktop Infrastructure (VDI).

Server deployment and software for VDI roll-out has been completed. Two new firewalls and switches were installed during 2017-18.

Actions / Services

Action A.1-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to annually evaluate the technology infrastructure for needed upgrades, including but not limited to, bandwidth capability, firewall, and switches. Install security endpoint protection on approximately 1,600 devices. Provide device management upgrades and software licenses as needed.</p>	<p>During 2017-18, two new firewalls and two new switches were installed to maintain circuit capacity and classroom connectivity. TRAPS is the endpoint protection software that has been installed on all laptops in ACCESS and Safe Schools. This software is subscription based with a renewal cost each year.</p>	<p>LCFF: \$70,000 (Books & Supplies, 4000-4999; Services/Other Operating Expenses, 5000-5999)</p>	<p>LCFF: \$117,695 (Books & Supplies, 4000-4999)</p>

Action A.1-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain the ongoing monthly cost for site connectivity and provide offsite student internet access through the purchasing of 325 Chromebooks and 325 wireless hotspots. Continue to maintain device-to-student ratios as stated in the metrics for A-2.</p>	<p>The monthly cost for site connectivity and provision for offsite student internet access has been maintained throughout the school year. The upgraded site connectivity for Juvenile Hall has been completed with devices deployed throughout the classrooms. The purchase of 79 Chromebooks, 478 Lenovo ThinkPads, 13 charging carts, 20 power stations, and 35 Promethean Boards (22 of which were deployed) were made during 2017-18. The purchase of 200 wireless hotspots will occur before June 30, 2018.</p>	<p>LCFF: \$310,000 (\$183,905: Books & Supplies, 4000-4999; \$126,095: Services/ Other Operating Expenses, 5000-5999)</p>	<p>\$856,551 LCFF: \$302,721 (\$20,858: Books & Supplies, 4000-4999; \$281,863: Services/ Other Operating Expenses, 5000-5999) One-Time Funds: \$540,799 (\$465,547: Books & Supplies, 4000-4999; \$75,252: 6000-6999)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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Flex Grant: \$1,489 (Books & Supplies, 4000-4999) Title I: \$11,542 (Books & Supplies, 4000-4999)
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Action A.1-3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Collaborate with OCDE Information Technology Division to maintain sufficient access to the internet and Wi-Fi at all OCDE school sites.

Collaboration has taken place with IT throughout the year, and a representative from IT has attended on a regular basis the meetings with ACCESS Cabinet to provide technology updates and progress of services at school sites.
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No Cost (Part of Staff Duties).

No Cost (Part of Staff Duties).

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The LEA has been successful in continuing the upgrade of bandwidth and site connectivity, increasing the number of devices for student usage, and providing offsite internet connection to students. Endpoint protection has been installed during 2017-18 to provide increased computer safety.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With the increase in the number of computers deployed, as well as the number of hotspots purchased, the device-to-student ratio is 1:1 in the community and institution schools. Students have increased capacity to access online curriculum at home due to the increased number of hotspots purchased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In A.1-1, the amount budgeted was \$70,000; \$117,695 was spent due to an increase in costs.

In A.1-2, the amount budgeted was \$310,000; the total amount spent was \$856,551. One-time funds accounted for \$540,799. The increase in budget was due to additional equipment, infrastructure, devices, and costs of connectivity.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes to the metrics. The actions and services are being improved by adding increased bandwidth to the school sites. The following changes are being added to the 2018-19 actions and services: Increased bandwidth, purchasing additional hotspots, adding Promethean Boards to classrooms, and upgrading connectivity to Juvenile Hall.

The previous action/service A.1-3 is being deleted as this action/service is a routine responsibility provided by the OCDE Information Technology Division.

Goal A.2

Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 4-Pupil Achievement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Maintain and evaluate capacity to increase the student-to-device ratios as follows: 1:5, ACCESS Community Schools; 1:1, ACCESS Day Schools; 1:1, ACCESS Juvenile Court Schools; and, 1:2.1, CHEP/PCHS.

The ratios of computer devices to students provided by school site data is as follows: 1:1 (ACCESS Community Schools); 1:1 (ACCESS Day Schools); 1:1 (ACCESS Juvenile Hall); 1:1.9 (CHEP/PCHS).

Decrease by 5% students who "seldom/never" use technology to complete assignments.

Students reported that technology is "seldom/never" used to complete assignments 6.5% of the time, which is a decrease of 26.2% from the previous year. This exceeded the targeted goal of a decrease of 5%.

Decrease by 5% teachers who "seldom/never" use technology for assignments.

Teachers reported that technology is "seldom/never" used for assignments 6.7% of the time, which is a decrease of 23.3% from the previous year. This exceeded the targeted goal of a decrease of 5%.

Increase by 5% student and teacher "daily use" of technology for assignments.

Teachers reported that technology is used on a daily basis 44.4% in their lessons. This is an increase of 7.1% from the prior year and exceeded the goal of increasing by 5%.
Students reported that technology is used on a daily basis 51% in their lessons. This is an increase of 15.8% from the prior year and

Expected

Actual

	exceeded the goal of increasing by 5%.
Percentage of teachers logging into ULS on a monthly basis: Baseline will be established at the end of the 2017-18 school year.	Baseline percentage will be established by June 30, 2018.

Actions / Services

Action A.2-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	During March 2018, survey links were sent to teaching staff, non-instructional staff, and students with one section of the survey focused on usage of technology in student assignments and student access to technology at home or outside of school. Parent surveys were conducted at parent events and meetings, as well as phone interviews by Family Community Liaisons. Parent emails with the survey link were provided to families as well. In 2017-18, a stakeholder survey was developed and distributed to key community partners to facilitate improved collaboration and services.	LCFF: \$350 (Printing Costs, Survey Monkey Subscription) Books & Services, 4000-4999; Services/Other Operating Expenses, 5000-5999	LCFF: \$200 (Printing Costs) Services/ Other Operating Expenses, 5000-5999

Action A.2-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Incorporate more opportunities for students to have access to computer devices and utilize technology in their academic program in order to provide 21st Century	513 Chromebooks/Lenovo ThinkPads were purchased and distributed to classrooms and students to improve access to technology and curriculum resources; 35	No Cost (Included in costs for devices in Goal A.1-2).	No Cost (Included in costs for devices in Goal A.1-2).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
skills.	Promethean Boards were purchased with 22 deployed and installed at school sites, and teacher training was provided.		

Action A.2-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand the usage of GradPoint through the training of staff and coaching support in the classroom. Collect data on student usage (i.e., number of students who started and the number who successfully completed). Collect student survey results to determine the effectiveness of the program.	ACCESS staff continue to be trained in the implementation of GradPoint. As of March 2018, the number of students enrolled in GradPoint online courses were 1,513, and 1,129 students successfully completed and passed the online courses.	LCFF: \$219,650 (\$198,050: Books & Supplies, 4000-4999; \$21,600: Services/ Operating Expenses, 5000-5999)	LCFF: \$266,389 (Books & Supplies, 4000-4999)

Action A.2-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand the usage of the educational technology website available to instructional staff and continue to add additional resources to the website. Continue to provide updates to instructional staff as new resources are added.	Additional resources and updates to the educational technology website occurred regularly throughout 2017-18. The leadership team was informed of the updates and that information was communicated to staff. The website was maintained and updated on a consistent basis.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Action A.2-5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to purchase licenses for student usage of current educational software programs and identify and train staff on instructional resources for incorporating 21st Century skills into student learning.</p>	<p>The following licenses were purchased for student and staff use during 2017-18: WorldBook Online, Rosetta Stone, Defined STEM, and Discovery Education. Students also utilized Kahn Academy, ST Math, Newsela, ALEKS Math, Career Cruising, and Turnitin.</p>	<p>LCFF: \$28,315 (\$10,895, WorldBook Online; \$4,650, Rosetta Stone; \$10,270, Defined STEM; and \$2,500, Discovery Education Streaming; Books & Supplies, 4000-4999)</p>	<p>\$42,957</p> <p>LCFF: \$ LCFF: \$38,307 Flex Grant (1823): \$4,650, Rosetta Stone (Books & Supplies, 4000-4999)</p> <p>(\$10,895 WorldBook Online; \$10,270 Defined STEM; \$2,050 Discovery Education Streaming; Kahn Academy, No Cost; \$3,375 Newsela; \$2,158 ST Math; \$6,635 ALEKS Math; \$745 Career Cruising; \$2,179 Turnitin) (Books & Supplies, 4000-4999)</p>

Action A.2-6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The Educational Tech User Support Assistant was funded during the 2017-18 school year to support the implementation of technology and to provide teachers with training, guidance, classroom resources, and maintains a website that contains</p>	<p>LCFF: \$76,144 (\$55,382: Classified Salaries, 2000-2999; \$20,762: Employee Benefits, 3000-3999)</p>	<p>LCFF: \$78,552 (\$57,414: Classified Salaries, 2000-2999; \$21,138: Employee Benefits, 3000-3999)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

educational software tools to support student learning.

Action A.2-7

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue to provide release time and encourage ACCESS teachers to observe model classrooms that effectively utilize technology in student learning and provide coaching and classroom support to assist teachers in integrating technology, educational resources, and tools into student learning.

Release time was provided to teachers to observe model classrooms and to receive training in the use of Google Classroom. TOSAs provided onsite coaching and support to assist teachers in implementing educational resources and provide tools to support student learning.

LCFF: \$3,429 (Cost included in Goal C.3-1).
(\$2,951: Certificated Salaries, 1000-1999;
\$478: Employee Benefits, 3000-3999)

No cost due to teacher support taking place outside the instructional day and TOSAs providing onsite support.

Action A.2-8

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue ULS and News 2 You and explore additional supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST) and ST Math, and make available the new online SEACO Access Guide for California Content Standards.

Utilizing 32 active ULS and News 2 You teacher/classroom subscriptions; using 296 student subscriptions for SANDI (annual) and FAST (2x/yr., Fall/Spring); using 96 student subscriptions for ST Math; purchased 32 electronic SEACO Access Guides. Purchased one site license subscription to Tumble Books.

Cost Center 1823 Flex Grant (Other State), \$75,200:
\$41,000 (ULS instructional materials);
\$24,000 (SANDI/FAST);
\$4,200 (ST Math);
\$6,000 (SEACO Access Guide)

(Books & Supplies, 4000-4999)

\$52,693

Special Education Division Funds: \$600 (Tumble Books, Books & Supplies, 4000-4999)

Educator Effectiveness Grant: \$52,093

\$21,403 (ULS instructional materials);
\$21,536 (SANDI/FAST);

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

\$3,855 (ST Math);
\$5,299 (SEACO Access
Guide)
(Books & Supplies,
4000-4999)

Action A.2-9

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement the SES Technology Plan.

One Touch2Learn Committee meeting was held on July 19, 2017.
The meeting included opportunities to address needs, discuss best practices and strategies, and update the Technology Plan.

No Cost (Part of Staff Duties).

No Cost (Part of Staff Duties).

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The LEA has continued to purchase and distribute devices to classrooms to improve student access to technology. The LEA has an increased number of students using GradPoint. Teachers and students have an increased number of educational software and resources available to them. These actions/services will continue in 2018-19.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

55.3% of parents are aware of teachers utilizing computers in the classroom.
80% of students report teachers utilizing computers to deliver instruction.
95.6% of teachers report that they are utilizing computers in the classroom.

With the increased number of computers, the device-to-student ratio is 1:1 for community schools, day schools, and juvenile court schools. The efforts to increase technology usage for teachers and students far exceeded our expectations. The TOSAs provided outstanding coaching and support in the use of technology which resulted in our improved numbers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A.2-3: \$219,650 was budgeted for GradPoint. The actual amount was \$266,389, and the increase was a result of purchasing additional licenses.

A.2-5: \$28,315 for the purchase of educational software. The actual amount was \$42,957 due to additional education software being purchased for student and teacher use.

A.2-7: \$3,429 was budgeted to provide teachers with the opportunity to visit exemplary classrooms. The actual amount was \$0 as the sub. teacher costs were absorbed by each AU.

A.2-8: \$75,200 was budgeted to purchase educational subscriptions for Special Education Division. The actual amount was \$52,693 as the subscriptions cost less than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action A.2-2 was deleted due to it being duplicative of other actions/services. This action/service is connected to A.1-2 (Device-to-Student Ratio), A.2-3 (GradPoint), A.2-4 (Ed.Tech. website), A.2-5 (Educational Software licenses), and A.2-6 (Ed.Tech. User Support Assistant) in 2018-19.

Goal B.1

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.1: Increase parent participation and involvement in the educational process which research validates improves student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 5-Pupil Engagement; 6-School Climate

Annual Measureable Outcomes

Expected

Actual

Reduce high school drop-out rate to 6.7%.

The high school drop-out rate increased to 8.42% in 2017-18. This increase is a result of students entering our program with fewer credits and near graduation age. As a result, students are not able to complete their diploma before they age out of the program. Transition services are provided to these students to assist them in continuing their education or career path.

Increase Community School attendance rate to 75%.

The Community School attendance rate decreased to 71%. Students being referred from districts to the ACCESS program are entering with greater truancy and attendance issues, and though their attendance has improved in the ACCESS program, greater efforts are being planned to further improve student attendance.

Maintain parent satisfaction with Special Schools programs at 95%.

Parent survey results indicated that 94% are satisfied with Special Education Division program. Eight parents indicated a rating of "Uncertain" which affected the 95% goal.

Actions / Services

Action B.1-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase utilization of the School Messenger System for communicating essential information to parents/guardians, and provide training to administrators as needed.</p>	<p>Since July 1, 2017, 62 distinct messages have been sent out throughout ACCESS utilizing the School Messenger System. Messages are being sent to provide parents with information regarding upcoming holidays, school events, parent meetings, and required testing dates. Parents have reported the information is helpful and timely, and wish to continue receiving messages.</p>	<p>LCFF: \$10,280 (School Messenger license; Services/Other Operating Expenses, 5000-5999)</p>	<p>LCFF: \$9,945 (School Messenger license; Services/Operating Expenses, 5000-5999)</p>

Action B.1-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Through the utilization of the Annual Parent Survey, conduct an assessment of the overall effectiveness of parent information events and trainings to increase parent participation and engagement. Continue to offer parent classes, workshops, trainings, and events to encourage parent participation in the educational process.</p>	<p>The Annual Parent Survey was administered during March 2018 to collect data regarding the effectiveness and usefulness of the parent events and trainings conducted in 2017-18. The total number of survey responses received was 529 (355 from ACCESS parents and 174 from Special Education Division parents). In the survey, 79% of parents indicated that they have met with their teacher, and 60% of parents indicated being offered parenting classes/trainings.</p> <p>During this school year, a total of 240 parent events were conducted throughout the ACCESS program as follows: 60 parent</p>	<p>LCFF: \$10,000 (Services/Other Operating Costs, 5000-5999)</p>	<p>\$97,950</p> <p>LCFF: \$15,200 (Services/Other Operating Costs, 5000-5999)</p> <p>Title I: \$82,750 (Services/Other Operating Costs, 5000-5999)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

events and 180 parent trainings. These events and trainings included School Site Council, Padres Unidos, College Night, General Parent Advisory Committee, ELAC/DELAC meetings, Stop the Cycle, Disciplina Positiva, and College and Career Fairs.

Action B.1-3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Evaluate the effective components of these events through participant surveys.

The following Administrative Units (AU) conducted parent/guardian information events: North AU hosted 12; South East AU hosted 6; Garden Grove AU hosted 9; PCHS hosted 3; CHEP hosted 7; Fischer AU hosted 12; Harbor Learning Center AU hosted 9; and, Sunburst AU hosted 4.

LCFF and Title III Funds:
\$15,000

LCFF: \$14,000;
Title III: \$1,000
(Services/Other
Operating Costs, 5000-
5999)

\$15,092

LCFF: \$14,000
(\$3,307: Books &
Supplies, 4000-4999;
\$10,693: Services/
Operating Expenses,
5000-5999)

Title III: \$1,092
(Services/Other
Operating Expenses,
5000-5999)

Action B.1-4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue to implement and utilize Aeries.Net ACCESS to provide parents/guardians with access to their

Concerns regarding the Aeries.Net parent portal was presented to leadership, and a decision was made to wait until the new

LCFF: \$4,000
(Services/Other
Operating Costs, 5000-

\$32,808

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
child's transcript, credit, and attendance information. Explore other features of Aeries.Net for teachers and administrators to use, such as Analytics and online registration.	school year to resume implementation of the parent portal. This will allow time for further communication of staff expectations regarding the timely input of student data. This minor delay will also provide time to create a parent information sheet, which will be given to parents at the time of enrollment, explaining how to access this system. Another feature that is being piloted is an online registration system, Info Snap.	5999)	LCFF: No Cost One-Time Funds: \$32,808 (Services/Other Operating Expenses, 5000-5999)

Action B.1-5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to maintain funding for a Program Data Technician to support the data measures pertaining to the maintenance of student records and student outcomes.	Funding continued for a Program Data Technician until December 2017. This position maintains the Performance Series Assessment results and imports student test scores into the Aeries Student Information System in order to provide teachers with accurate and up-to-date student data. These duties were assumed by existing staff in January 2018, and the position remains vacant.	LCFF: \$91,085 (\$53,348: Classified Salaries, 2000-2999; \$37,737: Employee Benefits, 3000-3999)	LCFF: \$33,870 (\$28,055: Classified Salaries, 2000-2999; \$5,815: Employee Benefits, 3000-3999)

Action B.1-6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update the Parent Resource web page with new opportunities for community-based education, such as English as a Second	The ACCESS Community Resources website has been updated to reflect new opportunities for parents to attend	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Language classes, vocational training, and computer workshops, as well as opportunities for parents to have a greater role in the school community.	community-based education classes, such as English as a Second Language, vocational training, and technology. Opportunities for involvement in the school community are also listed.		

Action B.1-7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding the use of technology, school climate, and safety.	Parent surveys are distributed as part of the Back-to-School packets and returned to school sites when completed. Student surveys administered by teachers in spring each year.	No Cost (Included in A.2-1)	No Cost (Included in A.2-1)

Action B.1-8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to initiate parent contact at least 30 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.	Teachers reach out to families 30 days prior to IEP dates via home-to-school communication system and/or via email or telephone calls. Teachers initiate and maintain activity log on a regular basis.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Action B.1-9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide training opportunities for new staff and administrators for a total of 1.5 hours on topics relating to Parent	All-day training held on August 28, 2017 for all new staff, teachers, and administrators; reviewed SANDI, introduced FAST, and	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Participation and Involvement in the IEP process.	discussed best practices.		

Action B.1-10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide parents/guardians and staff with ongoing notification of school, community events that relate to improved parent/guardian involvement and student achievement.	Notifications of school and community events are provided to families via Principal communication that is sent home with students. These notifications occur throughout the school year as events are made known to the school.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Action B.1-11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update by July of each school year program brochures for students with the most significant disabilities related to physical and specialized healthcare needs. Program brochures will be posted on the OCDE website under the Special Schools tab.	In July of 2018, the program brochure was updated and posted on the OCDE website for access by staff and families.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of this goal for the ACCESS program resulted in increased parent communication, parent trainings, and opportunities for parents to receive information about the program. The implementation of the actions/services for the students in the Special Education Division program resulted in improved communication of post-program options.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2017-18 school year, there was an increased participation and engagement of parent/guardians throughout the ACCESS program. There were 240 opportunities for parents to participate in school events, parent trainings, and information nights. In part, this was a result of additional opportunities for parents to attend Padres Unidos meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In B.1-2, \$10,000 was budgeted; the actual expense was \$97,950. This increase was due to expanded opportunities for parents to attend Padres Unidos meetings and the increased cost was absorbed by Title I funds.

In B.1-4, \$4,000 was budgeted for AERIES.Net; the actual expense was \$32,808, which was spent on Info Snap, an online registration system. One-time funds paid for this expense rather than LCFF funds.

In B.1-5, \$91,085 was budgeted; the actual expense was \$33,870 due to the position becoming vacant in December 2017 and not being filled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

B.1-4: This action/service will be modified for 2018-19 to include the purchase of Intermediate Holdings (Info Snap), a student registration program to allow parents to complete registration online.

In the 2018-19 school year, B.1-5 is being deleted as the Program Data Technician position became vacant during the 2017-18 school year, and the decision was made to not fill the position for 2018-19.

B.1-6 (the parent resource web page) is being deleted to provide time for appropriate MOUs to be executed and put in place. One new metric/indicator is added for 2018-19 which measures annual parent input regarding satisfaction for the LCAP Goals, Actions, and Services.

Goal B.2

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.2: Identify, develop, and renew partnerships, as well as increase stakeholder and agency linkages to increase services and resources to students that focus on health, counseling, and life skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate

Annual Measureable Outcomes

Expected

Actual

Increase number of grants awarded by 10%.

The number of grants providing programs and services to students remained at 14. This equates to \$12,034,733 in grant funds.

Increase students participating in co-curricular events to 22%.

The participation rate for students in co-curricular activities increased to 31% of the student population. This equates to approximately 1,150 student participants. Co-curricular activities included Summer at The Center, Pure Game, College Field Trips, Career Day, Mock Trial, and Career Success Week.

Ensure 85% of students with the most significant disabilities are offered post-school service.

In 2017-18, 85% of students with the most significant disabilities were offered post-school services.

Maintain 100% of school site safety, as indicated in the SARC Reports.

As of December 2017, we have a 100% completion rate on all site repairs. The overall summary of facility conditions, as reported in the current SARC, is rated as "good."

Actions / Services

Action B.2-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund the Grant Program Support Assistant to research and apply for grants to address program needs. These needs include the following areas: nutrition, substance abuse, mental health, internships, and job shadowing.	The Grant Program Support Assistant was funded throughout the 2017-18 school year.	LCFF: \$95,815 (\$55,726: Classified Salaries, 2000-2999; \$40,089: Employee Benefits, 3000-3999)	LCFF: \$98,757 (\$57,980: Classified Salaries, 2000-2999; \$40,777: Employee Benefits, 3000-3999)

Action B.2-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a co-curricular activities fund to support student learning and engagement, including Summer at The Center, Young American Outreach, and educational field trips. This funding includes transportation costs, food, supplies, and staff salaries.	<p>The following co-curricular activities took place during the 2017-18 school year: Summer at The Center, college tours, Inside the Outdoors field trips, Traveling Scientist, Junior Achievement, Freeway Sports League, Project Rytmo, Museum of Tolerance, Career Forum, Career Success Week, Law Day, Mock Trial, and Career Pathways Showcase.</p> <p>During 2017-18, Special Education Division students participated in the following activities: 4H Club collaborative between Special Education Division and HLC, Venado Middle School Deaf and Hard of Hearing participation in the Gallaudat University Battle of Books, University Deaf and Hard of Hearing program hosted and competed in the Gallaudat University Academic Bowl, and OCDE Deaf and Hard of Hearing program produced a video</p>	LCFF: \$60,000 (\$1,950 included in Goal C.3-1) (\$1,890: Certificated Salaries, 1000-1999; \$7,207: Classified Salaries, 2000-2999; \$834: Employee Benefits, 3000-3999; \$18,567: Books & Supplies, 4000-4999; \$31,502: Services/Other Operating Expenses, 5000-5999)	LCFF: \$60,000 (\$1,950 included in Goal C.3-1) (\$1,890: Certificated Salaries, 1000-1999; \$7,842: Classified Salaries, 2000-2999; \$855: Employee Benefits; \$14,158: Books & Supplies, 4000-4999; \$35,255: Services/Other Operating Expenses, 5000-5999)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

“Brave.”

Action B.2-3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue to provide funding for a Program Specialist to coordinate Career Technical Education to further develop Career Pathways and Link Learning opportunities for students.

This position was not filled for the 2017-18 school year. This position will be revisited for the following school year to determine if the position is the most effective route in developing and sustaining Career Pathways in the school program.

CTEIG Grant: \$157,932
(\$102,086: Certificated Salaries, 1000-1999;
\$55,846: Employee Benefits, 3000-3999)

No Cost due to the position not being filled.

Action B.2-4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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.

The short-term CTE staff position was funded during the 2017-18 school year to support Career Pathways by providing classes in Exploring Computer Science, and Computer Programming and Game Design. These classes provided students with an introduction to coding and robotics. CTE Pathway for Public Service was added in 2017-18, and three classes were offered.

LCFF and CTEIG Grant: \$92,910
(\$21,250: LCAP;
\$48,600: CTEIG Grant;
\$5,800: Career Pathways Grant (Classified Salaries, 2000-2999);
(\$4,750: LCAP; \$11,400: CTEIG Grant; \$1,110: Career Pathways Grant (Employee Benefits, 3000-3999)

\$98,884
LCFF: \$25,230
(\$21,250: Classified Salaries, 2000-2999;
\$3,980: Employee Benefits, 3000-3999)
CTEIG Grant: \$64,305
(\$54,875: Classified Salaries, 2000-2999;
\$9,430: Employee Benefits, 3000-3999)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

OC Pathways: \$9,349
(\$7,830: Classified
Salaries; \$1,519:
Employee Benefits)

Action B.2-5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue to provide Pure Game, a physical education/character development program for up to seven ACCESS sites.

Pure Game was provided at seven school sites during 2017-18, which provided students with a physical education/character development program targeting improved leadership skills.

LCFF: \$28,056
(Services/Other
Operating Expenses,
5000-5999)

LCFF: \$28,390
(Services/Other
Operating Expenses,
5000-5999)

Action B.2-6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.

ACCESS students were provided the opportunity to attend three Career Success Weeks that provided job readiness skills and personal finance management. The Career Success Weeks were held on the following weeks: 11/13/17, 3/26/18, and 6/11/2018. The Career Forum was held on 4/13/18 with 90 students in attendance.

LCFF: \$12,000 (\$7,000
for Career Success
Week, and \$5,000 for
Career Forum)
(\$6,000: Books &
Supplies, 4000-4999;
\$6,000: Services/Other
Operating Expenses,
5000-5999)

LCFF: \$12,000 (\$7,000
for Career Success
Week, and \$5,000 for
Career Forum)
(\$6,000: Books &
Supplies, 4000-4999;
\$6,000: Services/Other
Operating Expenses,
5000-5999)

Action B.2-7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to increase partnerships with community stakeholders with an emphasis on collaborating with the community colleges through campus tours, including transportation costs.	Nineteen community college tours were held during 2017-18, with approximately 271 students participating. One community partner field trip was taken during the school year with 11 students attending.	LCFF: \$10,000 (Transportation Costs, Services/Other Operating Expenses, 5000-5999)	LCFF: \$11,791 (Transportation Costs, Services/Other Operating Expenses, 5000-5999)

Action B.2-8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	During the 2017-18 school year, \$5,000 was spent assisting families with basic school supplies and necessities for their child to be ready for school each day.	LCFF: \$5,000 (Books & Supplies, 4000-4999)	LCFF: \$5,000 (Books & Supplies, 4000-4999)

Action B.2-9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Two-day Restorative Practices trainings were offered six times during the 2017-2018 school year. Approximately 203 staff (staff who work directly with students) have been trained. Restorative Practice circles are being implemented in several classrooms across ACCESS. Restorative Practice circles are being implemented and modeled in staff development meetings.	LCFF: \$2,500 (Cost of Trainings, Services/Other Operating Expenses, 5000-5999)	Cost Included in C.5-2.

Action B.2-10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 Schools sites.</p>	<p>The OCDE Transition Resource Directory has been updated and posted on OCDE's website under the Special Schools tab. The directory is discussed at IEP meetings and is available upon request. OCDE is an active member of the interagency groups, including the Orange County Transition Initiative and the Orange County Adult Transition Task Force, which provides parents resources, including assistance in the development of a transition website through the Chapman College Thompson Institute.</p>	<p>No Cost (Part of Staff Duties).</p>	<p>No Cost (Part of Staff Duties).</p>

Action B.2-11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to explore adult day program options for students with the most significant disabilities prior to program completion.</p>	<p>Staff, families, and students are provided program options prior to the completion of the Special Education Division program. These options are updated annually and shared with the families and students before they exit. In 2017-18, Special Education Division students were accepted by 45 programs in Orange and Los Angeles Counties, depending on their support needs. A Los Angeles County resource list has been developed to maximize options for parents. OCDE is exploring an additional 11 new programs as possible options for students.</p>	<p>No Cost (Part of Staff Duties).</p>	<p>No Cost (Part of Staff Duties).</p>

Action B.2-12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to update resource list of community college options in Orange County for students with intellectual disabilities.	Resource list is on the Special Education Division website and given to the OC Regional Office for distribution. Parents are made aware of this at IEP meetings for students who are completing the program.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Action B.2-13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	On December 7, 2017 and May 16, 2018, events were hosted regarding resources and support for non-conforming students.	Special Education Division Funds: \$2,500 (Cost of Trainings, Services/Other Operating Expenses, 5000-5999)	No Costs were associated with these two trainings.

Action B.2-14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update Special Schools Adult Transition brochure and post it on the OCDE website under the Special Schools tab.	Transition brochures will be updated by July 1, 2018 and posted on the OCDE website under the Special Schools tab.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of this goal resulted in increased co-curricular activities, greater student participation in college tours, field trips, Career Success Week, and Mock Trial. Special Education Division students were able to participate in Gallaudet University's Battle of the Books and Academic Bowl, as well as a collaborative 4H Club with Harbor Learning Center.

The implementation of the actions/services for the students in the Special Education Division program resulted in improved communication of post-program options.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The number of co-curricular activities offered to students has expanded and there was an increased number of students actively participating in the programs. The percentage of students participating in co-curricular activities during 2017-18 increased to 31% with over 1,150 student participants. Significant co-curricular events are Summer at The Center program, Career Success Week, Mock Trial, and college tours.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

B.2-3: \$157,932 was budgeted; \$0 was spent as this position was not filled during 2017-18. Recruiting for this position will take place during 2018-19.

B.2-13: \$2,500 was budgeted; \$0 was spent as a result of no costs being associated with the trainings.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes for 2018-19 include: metric indicating percentage of school site safety as indicated on the SARC has moved to the metric for Goal B.3; the metric for student participation in co-curricular activities is being adjusted to the percentages of 34% and 37% for subsequent years, based on an increase of 9% from the target in 2017-18; and, B.2-6 will be expanding to include Career Success Week Junior, a middle-school version of Working Wardrobes, to enhance career readiness.

B.2-4 was modified to include the addition of the CTE Pathway for Public Service.

Goal B.3

Goal B.3: Maintain facilities and school sites in good repair utilizing existing monthly Site Safety Reports, Facility Inspect Tool (FIT), and School Accountability Report Card (SARC) data to identify areas of deficiency and to ensure a safe environment conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 3-Parental Involvement; 6-School Climate

Annual Measureable Outcomes

Expected

Actual

Maintain 100% monthly completion of Monthly Safety Report/Facility Status.

The monthly completion of Safety Reports/Facility Status completed by sites was 100% during 2017-18. These reports ensure that any repairs or issues are addressed in a timely manner.

Maintain a minimum of 6 of 8 categories marked "Good" at the annual inspection in September. All categories marked "Good" in the Facility Inspection Tool (FIT) by the end of December of each year.

A minimum of 6 categories were indicated in good repair on the FIT conducted in September. All categories achieved a rating of "Good" with the completion of all repairs by December 30, 2017.

Increase survey results from parents, students, and staff by 1% from prior year for all groups regarding site safety.

79% of staff agreed that school sites were safe.
91% of students agreed that school sites were safe.
94% of parents agreed that school sites were safe.

The survey results from this year did not have an increase of 1%. Both students and parents decreased by 1%, and staff had a decline of 8%.

Increase survey results from students and staff by 1% from prior year for all groups regarding site conditions.

School Site Condition Satisfaction Rating: Students = 91.5%,
Staff = 88.4%.

Expected

Actual

The school site condition satisfaction increased by 1.5% for students, exceeding the goal of 1%. However, the satisfaction rating for staff increased by .06%, but not the 1% as targeted.

Actions / Services

Action B.3-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	Monthly safety reports were completed throughout 2017-18. The reports indicated that facility repairs were completed within two weeks of the work order being submitted.	LCFF: \$10,000 (\$8,500: Books & Supplies, 4000-4999; \$1,500: Services/Other Operating Expenses, 5000-5999)	LCFF: \$23,723 (\$2,500: Books & Supplies, 4000-4999; \$21,223: Services/ Operating Expenses, 5000-5999)

Action B.3-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate, safety, and the condition of the facility.	Survey results from teaching staff, non-instruction staff, parents, and students regarding school climate, safety, and school site conditions indicated an overall satisfaction rating of 95.5% for parents, 86.8% for staff, and 91% for students.	Cost Included in A.2-1.	Cost Included in A.2-1.

Action B.3-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent.	The Deferred Maintenance Schedule was maintained throughout the year and large repairs were completed through a bidding process. Upgrades made at sites were communicated to all stakeholders. Deferred Maintenance expenditures were tracked and reported.	Deferred Maintenance Funds: \$7,500 (Services/Other Operating Expenses, 5000-5999)	Deferred Maintenance Funds: \$100,000 (Capital Outlay, 6000-6999)

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Site repairs and safety reports have been addressed consistently throughout the year and sites remain in good repair. The Facility Inspect Tool has been effective in ensuring that site repairs are completed in a timely manner.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective in maintaining facilities in good repair and identifying any areas of deficiency that need to be corrected. The survey results for feeling safe at school indicated that parents and students had a satisfaction rate of at least 91%. Staff results indicated a satisfaction rate of 79%; this was a decrease of 8% from the prior year. The satisfaction rate for school site conditions of parents and students remains 91% or higher, and the staff satisfaction for school site conditions was 88.4%, which indicates that the actions/services of this goal are effective. This goal has been a mechanism for the program to investigate additional equipment and strategies to enhance school site safety. These additional items are included in the 2018-19 actions/services (B.3-4).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

B.3-3: The Deferred Maintenance Fund of \$7,500 was increased to \$100,000 to cover the expenses for the exterior painting of the Harbor Learning Center.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The metric that was included in Goal B.2, percentage of school site safety as reported on the SARC, has been moved as a metric to this goal.

The budgeted amount for B.3-3, Deferred Maintenance, will be increased from \$7,500 to \$100,000 for 2018-19, based on projected expenditures for site improvements.

A new action/service is being added for 2018-19 which will enhance school safety by equipping school sites with cameras, walkie-talkies, metal detectors, door locking mechanisms, and hiring School Safety Personnel (B.3-4).

Goal B.4

B.4: Collaborate with all school districts to coordinate a countywide Expulsion Plan to serve expelled youth.

State and/or Local Priorities addressed by this goal:

State Priorities: 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 9-Coordination of Instruction of Expelled Pupils

Annual Measureable Outcomes

Expected

Actual

Complete Tri-annual Expulsion Plan for approval by June 2018.

The Tri-annual Expulsion Plan was completed and submitted to each school district for board approval. The OCDE School Board reviewed and approved the plan at the June 2018 board meeting.

Continue to track number of expelled students referred to ACCESS.

During 2017-18, 231 expelled students were referred to ACCESS.

Increase number of expelled students returned to district by 2% from previous year.

As of April 2018, 61 students were returned to districts with a completed rehabilitation plan. This equates to a 26% return rate. Additional students will be returned to districts by the beginning of the 2018-19 school year. It is expected that the 26% will increase and will be reported in the subsequent LCAP.

Actions / Services

Action B.4-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>CWA Directors provided input and feedback to the Tri-annual Countywide Expulsion Plan. The districts submitted the expulsion plan to their respective boards for approval. The Tri-annual Countywide Expulsion Plan was submitted to the OCDE School Board for review and approval at the June 2018 board meeting.</p>	<p>No Cost (Part of Staff Duties).</p>	<p>No Cost (Part of Staff Duties).</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Tri-Annual Countywide Expulsion Plan was completed during the 2017-18 school year and submitted to the County Board of Education for final approval in June 2018.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The action/service is effective in maintaining collaboration with District Child Welfare and Attendance Directors to address the needs of expelled youth. The metrics/indicators of this goal facilitate the tracking of expelled youth in our program and those that return to school districts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no costs associated with this action/service.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A new action/service is added for 2018-19 that will enhance the communication between school districts and ACCESS. This action/service will create additional forms to effectively support expelled youth entering ACCESS and returning to school districts (Action B.4-2).

Goal B.5

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, utilizing cross-system collaboration among stakeholders and a countywide integrated database.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 8-Pupil Outcomes; 10-Coordination of Services for Foster Youth

Annual Measureable Outcomes

Expected

Actual

Increase Foster Youth graduation rate by 5%.

In the 2015-16 school year, the foster youth countywide graduation rate was 59.8%. The actual graduation rate will be reported in the subsequent LCAP.

Improve Education Plan Completion Rate to 70% for students enrolled 30 days or longer.

As of February 2018, 53% (96 out of 180) of foster youth received Education Plans. It is anticipated that by June 30, 2018, 65% of the youth will have Education Plans.

Maintain 85% completion rate on the Education Summary Report.

As of February 28, 2018, Education Progress Reports (formerly referred to as Education Summary Reports) have been completed for 66% (846 out of 1,274) of foster youth. The program anticipates that by June 30, 2018, the 85% completion rate will be met.

Actions / Services

Action B.5-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete one Education 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). This EPR is shared with county social workers or Probation officers to be included in reports to the court.	As of February 28, 2018, EPRs have been completed for 66% (846/1274) of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools. The data indicates that the goal of 850 unduplicated EPRs is expected to be met by June 2018. Reports are shared with county social workers or probation officers to be included in reports to the court. The information helps to increase communication of timely educational progress to the courts, Social Services Agency, and Probation.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Action B.5-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete development of the integrated database and train stakeholders on how to utilize it for foster youth in Orange County to track academic progress.	The database is anticipated to be launched by the end of May 2018. The database will be used to increase coordination of services for foster youth and track data/outcomes to be used for program planning by the school districts.	No Cost (Cost was in the 2015-16 LCAP).	No Cost (Cost was in the 2015-16 LCAP).

Action B.5-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to maintain funding for Foster Youth Educational Liaison and Coordinator	The funding for the Foster Youth Educational Liaison and Coordinator	LCFF: \$280,585	LCFF: \$287,653

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to serve as a Foster Youth District Liaison, and 20% of Manager of Foster Youth Services for ACCESS foster youth students, to systematically monitor and improve foster youth academic outcomes.	continue to be funded throughout the 2017-18 school year, along with 20% of the Manager of Foster Youth Services salary.	(\$138,022: Certificated Salaries, 1000-1999; \$68,492: Classified Salaries, 2000-2999; \$74,071: Employee Benefits, 3000-3999)	(\$141,235: Certificated Salaries, 1000-1999; \$70,987: Classified Salaries, 2000-2999; \$75,431: Employee Benefits, 3000-3999)

Action B.5-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to respond to Juvenile Court requests in a timely manner and support the coordination of communication and educational services for foster youth between the court, schools, and child welfare or Probation.	As of February 28, 2018, there were seventeen requests received from Juvenile Court. Of those seventeen, sixteen have been resolved and one is in process. Dedicating a person to support juvenile court requests allows for streamlined coordination to ensure situations are able to be resolved in a timely and efficient manner.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Action B.5-5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide three "Train the Trainer" for the Trauma Informed Educator video series for ACCESS staff and school districts to develop trauma informed practices and individualized consultation service.	Three "Train the Trainer" trainings for Trauma Informed Educators were held on September 22, 2017, March 21 and May 11, 2018. The Trauma Informed Educator trainers train and assist school staff to implement practices to support the social-emotional needs of foster youth.	LCFF: \$11,000 (Services/Other Operating Expenses, 5000-5999)	LCFF: \$10,000 (\$5,000: Books & Supplies, 4000-4999; \$5,000: Services/Other Operating Expenses, 5000-5999)

Action B.5-6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funding to support the Every Student Succeeds Act transportation requirement for foster youth in order to maintain appropriate school placement.	As of May 2018, funding has not been requested for transportation of foster youth. Funding is available to support transportation of foster youth to ACCESS sites to maintain appropriate school placement and ensure school stability.	LCFF: \$20,000 (\$5,000, Bus Passes, Books & Supplies, 4000-4999; \$15,000, Transportation, Services/Other Operating Expenses, 5000-5999)	No Cost. As a result of the Social Services Agency and School Districts providing transportation to foster youth to attend schools of origin, there have been no expenditures required at this time.

Action B.5-7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to coordinate with ACCESS staff and foster youth stakeholders to create and implement Educational Plans to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 70% completion rate.	As of February 28, 2018, Foster Youth Services (FYS) and stakeholders collaboratively created and implemented Education Plans for 53% (96/180) of foster youth enrolled in the program for 30 days or more. FYS and ACCESS leadership have increased integration of Education Plans within other meetings that occur for foster youth. It is anticipated this goal will be met at 65% by June 2018. High student mobility, along with the challenges of arranging meeting schedules, made it difficult to meet the 70% goal. Education Plans provide ACCESS foster youth with increased access to academic resources and supports needed to complete high school and successfully transition to post-secondary education/career training programs.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services of this goal are focused on collaboration with District foster youth liaisons, Social Services Agency, and the Juvenile Court. This collaboration has resulted in better communication, data collection, and coordinated services for foster youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These actions/services have been effective in improving the outcomes of foster youth. A database was created to better track and monitor the outcomes for foster youth. The trainings that have been provided to staff have resulted in an increased awareness of trauma and its impact on learning. These actions/services are improving the outcomes for foster youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Previously listed as Goal B.5-6, had \$20,000 allocated for student transportation. There was no cost as these expenses were paid by the Orange County Social Services Agency and School Districts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

One metric/indicator will be changed in 2018-19 to include tracking school mobility of foster youth. The metric to maintain 85% completion of Education Progress Reports, previously referred to as Education Summary Reports, is now included in B.5-1.

A new metric/indicator will be added which will include Foster Youth Services quarterly meetings focused on sharing Health and Education Passport records. The prior metric of Educational Summary Report completion rate has been moved to B.5-7 for better alignment.

The following actions/services have been modified: B.5-1 now includes piloting the Education Progress Report (EPR); B.5-2, the Orange County Integrated Foster Youth Education Database (OCIFYED) will begin implementation; B.5-5 now includes providing Trauma Informed Educator trainings to ACCESS staff. B.5-7 has been modified to include Education Summary Report completion rate.

Goal C.1

Goal C: Students will increase competencies that prepare them for success in college, career, and life.

Goal C.1: 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Increase CAASPP participation rate at Community Schools to 35%, Juvenile Court Schools to 60%, OCCS CHEP/PCHS to 55%.

As of May 24, 2018, CAASPP participation rate at Community Schools increased to 74%; Juvenile Court Schools increased to 66%; and, OCCS CHEP/PCHS increased to 58%. All participation rates increased from the previous year, with Community Schools showing the greatest increase of 39%.

CELDT Data / English Language Proficiency Assessments for California (ELPAC). ELPAC annual testing begins in spring 2018; new baseline to be determined.

Initial CELDT testing was conducted for five students who had no prior CELDT scores during 2017-18. CELDT testing ends on June 30, 2018, and will be replaced solely by ELPAC for 2018-19. ELPAC testing took place in the spring of 2018. ELPAC results will not be available until the fall of 2018.

Increase reclassification of EL students by 1% from baseline of 6.1%.

No students were reclassified due to the ELPAC results not being available. A new baseline will be established in 2018-19.

Increase graduation rate for students with 160 credits by July 2017 by .25%.

The graduation rate for students with 160 credits by July 2017 was 85.12%, an increase of .36%. The expected outcome was met.

Expected

Actual

HQT status of teachers: ESSA has eliminated the HQT status requirement so no data reported for 2017-18.

ESSA has eliminated the HQT status requirement so no data reported for 2017-18.

Actions / Services

Action C.1-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	During the fall of 2017, to support teachers and staff with the Social Science adoption, Pearson Realize, each Administrative Unit participated in two days of professional development regarding implementation of this curriculum. The Social Science TOSA provided classroom support to further support the implementation. From November 2017 through March 2018, additional Collections trainings for staff have taken place. These trainings have been presented at each Administrative Unit, as well as individualized trainings by the ELA TOSA. During the 2017-18 school year, ACCESS Character Education (ACE) was developed to further implement ELA standards. This curriculum was created and piloted by the English Language Arts committee. This curriculum will be expanded during the 2018-19 school year. Beginning in January 2018, teachers began to be trained in the newly adopted math curriculum, Agile Mind. A series of 10 training days were offered to teachers. The implementation began with three days of training for the lead math coaches in the fall of 2017. The coaches were trained to	LCFF: \$5,000 (Services/Other Operating Expenses, 5000-5999)	<p>\$13,772</p> <p>LCFF: \$5,000 (Services/Other Operating Expenses, 5000-5999)</p> <p>Educator Effectiveness Grant: \$1,377 (Services/Other Operating Expenses, 5000-5999)</p> <p>Flex Grant (1813): \$7,395 (Services/Other Operating Expenses, 5000-5999)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

assist in the roll out implementation and ongoing support to teachers.

Action C.1-2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.

Human Resources continues to monitor teacher assignments to ensure all teachers are appropriately placed. During 2017-18, all teachers were appropriately assigned.

No Cost (Included in Duties provided by Human Resources Staff).

No Cost (Included in Duties provided by Human Resources Staff).

Action C.1-3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
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), Math, and Science for ACCESS. Provide techniques for using technology in the classroom. Continue to create and share hands-on learning activities for Special Schools' teachers.

Staff trainings and workshops were held during 2017-18, focusing on the curricular areas of Social Science, ELA, and Math. Google Classroom trainings were held twice each month from October 2017 through June 2018, to assist teachers in increasing the use of technology with students. During the 2017-18 school year, Inside the Outdoors provided hands-on science activities for Special Education Division students and staff.

LCFF and Special Education Division Funds: \$6,596 (Cost included in C.3-1.)
(\$1,356: ACCESS Sub. Teacher Costs; \$4,304: Special Education Division Sub. Teacher Costs, 1000-1999; \$240: Employee Benefits (ACCESS); \$696: Special Education Division Employee Benefits, 3000-3999)

No cost as no subs. were required.

Action C.1-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue offering tutoring for identified students.	During the 2017-18 school year, Title I tutors, as well as Academic Support Assistants, provided tutoring to students at all ACCESS school sites.	<p>\$275,000</p> <p>LCFF: \$150,000 (Cost included in Goal C.3-3)</p> <p>Title I Funds: \$125,000</p> <p>(\$250,250: Classified Salaries, 2000-2999; \$24,750: Employee Benefits, 3000-3999)</p>	<p>\$170,667</p> <p>LCFF: \$71,996 (\$65,413: Classified Salaries, 2000-2999; \$6,583: Employee Benefits, 3000-3999)</p> <p>Title I Funds: \$98,671</p> <p>(\$91,073: Classified Salaries, 2000-2999; \$7,598: Employee Benefits, 3000-3999)</p>

Action C.1-5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue current ELDA model in AUs 101,103, 104, 110, 114, and 116 to support language acquisition of ELs with Levels 1 and 2. Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide demonstrations and training on the curriculum as needed.	During 2017-18, twelve ELDAs served AUs 101, 103, 104, 110, 114, and 116 to support language acquisition of Levels 1 and 2 EL students. The ELDAs served 19 school sites within the above-listed AUs. Designated ELD curriculum continued to be developed every two months and distributed to teachers.	<p>LCFF: \$209,153 (Cost included in Goal C.3-3).</p> <p>(\$186,166: Classified Salaries, 2000-2999; \$22,987: Employee Benefits, 3000-3999; Supplemental and Concentration Grants)</p>	<p>\$230,811</p> <p>LCFF: \$181,156 (\$165,659: Classified Salaries; \$15,497: Employee Benefits, 3000-3999)</p> <p>Title III: \$49,655 (\$45,000: Classified Salaries, 2000-2999; \$4,655: Employee Benefits, 3000-3999)</p>

Action C.1-6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The course agreements for ELA Grades 7-12, Social Science Grades 8-12, and Algebra 1 course agreements were rewritten with specific course content and pacing guide for each semester.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Action C.1-7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Using the observation tool, administrators will continue to assess the fidelity of teachers implementing California State Standards, implementation of newly adopted curriculum and the effective use of instructional technology in their lessons. Based on data collected from the observation tools, continue to share best practices among staff and provide peer-to-peer coaching opportunities.	During the 2017-18 school year, the observation tool for classroom walk-throughs was revised to better reflect the instructional initiatives and curriculum that was adopted. Data from the observation tool was shared with administrators to communicate areas of successful implementation and areas that need additional support.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Action C.1-8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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-	Licenses for EADMS to track EL academic data remain in effect throughout the year and certificated and classified staff were trained on this data management system. This data management system will	LCFF: \$16,279 (Services/Other Operating Expenses, 5000-5999)	LCFF: \$16,279 (Services/Other Operating Expenses, 5000-5999)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
FEP students.	continue through the next two years.		

Action C.1-9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue training, as needed, for curriculum materials for ELA, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Expand the selected piloted Science materials to additional teachers to reach a consensus on a recommendation of materials for purchase and implement in 2018-19 school year.	All teachers and administrators were trained on the adopted Pearson curriculum for Social Science during September and October 2017. The Social Science TOSA provided classroom support, as well as Social Science Coaches, to teachers throughout the school year. The ELA adopted curriculum, Collections, had a series of refresher workshops provided to support teachers to better implement and utilize all of the resources and materials contained within this curriculum. The ELA TOSA provided classroom support throughout the school year to assist teachers one-on-one in its use. The new Math curriculum, Agile Mind, was purchased in the fall of 2017 and teachers received training in January and February 2018. Additional trainings were held in March to further support the implementation and use of this curriculum. The Math TOSA provided classroom support throughout the school year. Each respective TOSA developed a website to post materials, lesson plans, and guides for teacher use. A final selection for Science curriculum adoption is pending the development of NGSS-aligned curriculum. When publishers release these materials,	LCFF: \$50,000 (Books & Supplies, 4000-4999)	\$677,106 Flex Grants (1813/1823): \$136,504 (Collections ELA Curriculum, Books & Supplies, 4000-4999) One-Time Funds: \$474,000 (Agile Mind Math, Grades 9-12, Services/Other Operating Expenses, 5000-5999) Flex Grant (1813): \$28,296 (Middle School Curriculum Science Materials) (Services/ Other Operating Expenses, 5000-5999) One-Time Funds: \$12,435 (Pearson Social Science, Services/Other Operating Expenses, 5000-5999)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	the piloting process will begin.		Flex Grant (1813): \$25,871 (Social Science Binders, Services/Other Operating Expenses, 5000-5999)

Action C.1-10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand teacher use of TOSA-designed PBL assignments in the classroom with the goal of two PBL assignments per quarter. Continue to provide updated examples on the ACCESS Resource website of PBL assignments that teachers can incorporate into the core content areas.	PBL assignments have been developed and posted on the TOSA Web Resources page. These assignments were developed by the TOSAs in support of the collaboration with the UCI History Project. At this time, 15 Social Science/ELA integrated assignments, along with 3 integrated Science units, and 1 Math unit have been developed and available for teacher use.	LCFF: \$2,500 (Materials and supplies for PBL Assignments; Books & Supplies, 4000-4999)	Flex Grant (1813): \$625 (Poster Maker Supplies, Books & Supplies, 4000-4999)

Action C.1-11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide funding for MakerSpace lab materials and evaluate the effectiveness of the labs in AUs 108 and 114, based upon appropriate utilization and sustainable cost. Expand to one additional AU if deemed successful upon data collection.	AUs 108 and 114 have purchased lab materials and resources to further expand the MakerSpace labs. An additional AU was not added this year due to pending reconfiguration of the school sites.	LCFF: \$20,000 (Books & Supplies, 4000-4999)	One-Time Funds: \$15,385 (Books & Supplies, 4000-4999)

Action C.1-12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Writing strategies have been incorporated and enhanced in the ELA curriculum, UCI History Project materials, and the newly created ACCESS Character Education (ACE) lessons. Discussion has taken place with OCDE Instructional Services regarding scheduling trainings for staff to incorporate business writing strategies into the curriculum. The training date has not been confirmed.</p>	<p>LCFF: \$5,000 (Services/Other Operating Costs, 5000-5999)</p>	<p>LCFF: \$18,375 (UCI History Project, Services/Other Operating Expenses, 5000-5999)</p>

Action C.1-13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students.</p>	<p>Designated ELD curriculum, MELD, was developed and uploaded into Google docs with links provided to teachers via the Curriculum & Instruction newsletter. The 25 weeks of designated ELD curriculum has gone through an ongoing revision process with changes and edits provided by the EL Team. Title III visits with the directors, administrators, and the EL Team were conducted at all school sites. The purpose of these visits is to observe the implementation of ELD support in the classrooms.</p>	<p>LCFF: \$13,000 (Books & Supplies, 4000-4999; Services/ Operating Expenses, 5000-5999)</p>	<p>LCFF: \$2,430 (Books & Supplies, 4000-4999; Services/ Operating Expenses, 5000-5999)</p>

Action C.1-14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD. The EL TOSA will meet with principals to design a staff development plan that addresses the needs of ELs in their respective AU.</p>	<p>Staff development opportunities provided during 2017-18 in support of ELs have included: E.L. Achieve's CM Symposium, CABE, CISC, Accountability Leadership Institute, ELPAC trainings, RELL monthly meetings, ELDA monthly meetings, as well as weekly site visits.</p> <p>Designated ELD curriculum was presented at several AUs by the Title III Manager and the EL Program Specialist.</p> <p>The EL TOSA provided professional development to AUs regarding support for ELs. The TOSA has also provided curriculum support in the development of ACE curriculum, Social Science curriculum, and UCI History Project lessons to ensure adequate access to these curricula resources by EL students.</p>	<p>LCFF: \$5,000 (Books & Supplies, 4000-4999; Services/ Operating Expenses, 5000-5999; Supplemental and Concentration Grants)</p>	<p>LCFF: \$13,055 (Books & Supplies, 4000-4999; Services/ Operating Expenses, 5000-5999)</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

To implement the goal of preparing ACCESS and Special Education Division students for success in college, career, and life, the following resources and services have been offered to staff and students: professional development, tutoring, newly adopted curriculum, support and coaching by TOSAs, and support for English learners through curriculum development and English Language Development Assistants.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The LEA has been successful in purchasing and in training staff in the adopted curriculum for Social Science and Mathematics. Additional professional development and training has been provided to teaching staff to further implement the Collections ELA curriculum. The UCI History Project has offered teachers resources and materials that integrate ELA into Social Science assignments that are project-based. These actions/services have better prepared students to be college, career, and life ready.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

C.1-1: \$5,000 was budgeted to conduct trainings for instructional staff. The actual amount was \$13,772. This increase was a result of an increased number of instructional staff trainings for the newly adopted curriculum.

C.1-3: \$6,596 was budgeted to cover sub. costs for staff to attend workshops. The actual amount was \$0 as workshops were held outside of the teaching day, as well as some sub. costs being absorbed by the AU.

C.1-9: \$50,000 was budgeted for training and implementation of ELA, Social Science, and Math curriculum, as well as the purchase of instructional materials to pilot Science curriculum. The actual amount was \$677,106 due to the purchase and implementation of Agile Mind math curriculum and additional ELA instructional materials to support further implementation of the Collections curriculum. The cost breakdown was: \$190,671 from Flex Grants, and \$474,000 from one-time funds.

C.1-12: \$5,000 was budgeted for trainings on the topic of writing strategies to support ELA initiatives. The actual amount was \$18,375, due to costs for the UCI History Project contract which supported this action/service as these strategies were incorporated into the writing assignments.

C.1-13: \$13,000 was budgeted for ELD materials and printing. The actual amount was \$2,430 due to the materials and lessons being posted online and having no printing costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

C.1-1 was modified for 2018-19 to add refresher trainings for instructional staff on the newly adopted curriculum.

C.1-3 was modified to delete Special Education Division hands-on learning which was moved to Action C.2-3.

C.1-5 was modified to community and juvenile court schools and eliminated the AU designations.

C.1-7 was modified to add the language of providing additional curriculum training based on observation tool results.

C.1-8 was modified to expand the use of EADMS to include benchmark assessments to measure academic growth.

C.1-9 was modified to add the research of NGSS materials for piloting.

C.1-10 was modified to include TOSA-created websites for the posting of PBL assignments.

C.1-11 was expanded to add MakerSpace labs at designated school sites.

C.1-12 was modified to partner with OCDE Instructional Services to provide workshops for certificated and classified staff to improve student writing.

C.1-13 was modified to include conducting Title III classroom visits with administrators to evaluate the effective implementation and practices of integrated and designated ELD.

C.1-14 was modified to include the EL Manager and Program Specialist to design staff development opportunities for staff that address the needs of EL students. In 2018-19, the RELL positions will become EL Academic Leads, who will provide coaching and support to teachers in the implementation of MELD. These duties are becoming more targeted, and thus, a change in the position title.

A new C.1-15 has been added to purchase iReady, an assessment program to monitor academic progress in reading and math.

A new C.1-16 has been added to hire a reading specialist and paraeducator to support the literacy needs of students.

Goal C.2

Goal C: Students will increase competencies that prepare them for success in college, career, and life.

C.2: Students with special needs will increase competencies that prepare them for success in college, career, and life through specialized professional development for certificated and classified staff focused on behavioral management, goals, and supports to assist students to become independent and life-ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Maintain number of D/HH students transitioning to college, career, or adult transition at 95%.

The percentage of students transitioning to college, career, or adult transition for 2017-18 cannot be calculated until the program ends on June 20, 2018. This percentage will be included in next year's Annual Update.

Maintain the number of staff developments and trainings provided to staff targeting Special Schools' initiatives of California state standards, ELD standards, behavioral management, and assessments at 27 events.

During the 2017-18 school year, 30 staff development and training events were provided. This exceeded the expected outcome of 27 events being provided.

Actions / Services

Action C.2-1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue annual staff development training for newly hired certificated and classified

ELPAC Training held on March 14, 2018. Internship programs and induction

No Cost (Included in Staff Salaries).

No Cost (Included in Staff Salaries).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
staff in strategies for special education/EL students.	programs for new teachers have been embedded into program.		

Action C.2-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide annual professional development for certificated and classified staff on California State Standards and California ELD standards implementation for students with the most significant disabilities.	During the August 28, 2017 training for Special Education Division staff, professional development was provided regarding the use of ULS, News 2 You, SANDI/FAST, ST Math, SEACO Access Guide for California Content Standards to further support the implementation of California state standards. Additional training included the implementation of California ELD standards.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

Action C.2-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ongoing staff development, program support, and monitoring to ensure 100% of teachers are effectively implementing California State Standards instruction with ULS.	Administrators regularly monitor ULS utilization. Baseline for 2017-18 is 43% of staff are effectively implementing ULS.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

Action C.2-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide specialized training for	SANDI - 100% utilization	No Cost (Costs included	No Cost (Costs included

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Special Schools certificated and classified staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide.	ST Math - 145 students using SEACO Access Guide - 100% utilization	in Goal A.2-8).	in Goal A.2-8).

Action C.2-5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide in-service training for BASIC for all new teachers and paraeducators as well as staff recommended for retraining by site administrators.	BASIC training is comprised of two consecutive days of training and is offered four times each year. The training dates for 2017-18 were as follows: October 26-27, 2017, January 25-26, 2018, March 22-23, 2018, and April 26-27, 2018.	Specials Schools Funds: \$10,851 (\$10,051 included in Goals C.3-1 and C.3-3). (\$5,418: Certificated Salaries, 1000-1999; \$3,375: Classified Salaries, 2000-2999; \$1,258: Employee Benefits, 3000-3999; \$800: Services/Other Operating Expenses, 5000-5999)	Specials Schools Funds: \$10,851 (\$10,051 included in Goals C.3-1 and C.3-3). (\$5,418: Certificated Salaries, 1000-1999; \$3,375: Classified Salaries, 2000-2999; \$1,258: Employee Benefits, 3000-3999; \$800: Services/Other Operating Expenses, 5000-5999)

Action C.2-6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase by 3% from the baseline established in 2016-17 of 79%, the number of overall behavioral annual goals met in the student's IEP.	The percentage of students meeting their IEP goals in 2017-18 cannot be accurately calculated until the program ends on June 20, 2018. This percentage will be included in next year's Annual Update. It is anticipated that the 3% increase will not be met.	No Cost.	No cost associated with this action/service.

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The goals, actions, and services are focused on staff training regarding educational software, assessments, and the success rate of student transition and behavior goals achieved.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The training of staff is increasing the usage of the educational tools and assessments to assist in student learning. The professional development opportunities are effective at improving the implementation of state standards into the curriculum. The efforts being made to ensure successful post-program transition and achievement of behavioral goals are effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actual expenditures for the actions and services of this goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In Goal C.2: an additional metric was added to monitor the percentage of teachers effectively implementing California State Standards through the use of ULS. This previously was Action C.2-3 and was converted to be a metric for the ongoing purposes of monitoring this implementation.

C.2-6 was converted to be a metric for 2018-19, and is no longer an action/service.

The metrics listed in Goal C.4 have been added to Goal C.2 as they pertain to Special Education Division populations. The metrics were not changed, but merely moved.

C.2-2 was modified to designate selected classified staff and not all classified staff for trainings.

C.2-4 will become C.2-3, and C.2-5 will become C.2-4 for 2018-19.

Goal C.3

Goal C.3: 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access

Annual Measureable Outcomes

Expected

Actual

Maintain 100% of appropriately assigned staff.

Appropriately assigned staff was maintained at 100% throughout 2017-18.

HQT status of teachers. ESSA has eliminated the HQT status requirement - no data reported for 2017-18.

ESSA has eliminated the HQT status requirement - no data reported for 2017-18.

Actions / Services

Action C.3-1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
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.

Instruction is individualized and differentiated to meet the learning needs of each student. Professional development for staff was provided in the curricular areas of Social Science, ELA, and Math. Staff was trained on the implementation of these newly adopted curricula, and six TOSAs provided follow-up coaching, classroom support, and lesson design to support

LCFF: \$51,529,538 (All certificated salaries are included in this total amount and have been noted in the applicable action/service).
(\$38,633,865: Certificated Salaries, 1000-1999; \$12,895,673:

LCFF: \$48,741,990 (All certificated salaries are included in this total amount and have been noted in the applicable action/service).
(\$36,367,083: Certificated Salaries, 1000-1999;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	teachers.	Employee Benefits, 3000-3999)	\$12,374,907: Employee Benefits, 3000-3999)

Action C.3-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to ensure high-quality academic and clinical support services for all students.	Clinicians, counselors, and nurses have provided essential academic and clinical support services to students throughout ACCESS to ensure that the academic and social-emotional needs of students have been met.	LCFF: \$4,301,293 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service). (\$3,123,061: Certificated Salaries, 1000-1999; \$1,178,232: Employee Benefits, 3000-3999)	LCFF: \$4,076,286 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service). (\$2,967,204: Certificated Salaries, 1000-1999; \$1,109,082: Employee Benefits, 3000-3999)

Action C.3-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	Tutors, paraeducators, and ELDAs have offered students individualized and small group instruction to enhance learning and provide greater access to the curriculum.	LCFF: \$20,023,175 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service). (\$13,347,734: Classified	LCFF: \$19,138,198 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service). (\$12,733,590: Classified

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Salaries, 2000-2999;
\$6,675,441: Employee
Benefits, 3000-3999)

Salaries, 2000-2999;
\$6,404,608: Employee
Benefits, 3000-3999)

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of the actions/services of this goal has included professional development and trainings to teachers in the curricular areas of ELA, Social Science, and Math, along with the coaching and follow-up support by the six TOSAs. Clinical services, counselor support, and health services were provided to support the academic and social-emotional needs of students. In order to further enhance the academic support, tutors, paraeducators, and ELDAs offered individual and small group instruction in the classroom.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The academic, social-emotional, and health services have effectively provided counseling, clinical, health, and educational support to ensure students are able to achieve their educational goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any budgetary differences are a result of reduction in staff and/or increase in staff salaries.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics or actions/services.

Goal C.4

Goal C.4: Expand instructional and behavioral interventions and support services to address the critical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Establish baseline for number of students with the most significant disabilities placed in adult programs at age 22.

Students have not been placed yet, the program ends on June 20, 2018. This data will become the baseline. This baseline data will be recorded in the 2018-19 Annual Update and progress will be based on that baseline.

Ensure 80% of overall behavioral goals are met.

As of May 2018, 63% of overall behavior goals have been met.

Maintain 80% of overall IEP goals are met at substantial progress or better.

The percentage of students meeting their IEP goals in 2017-18 cannot be accurately calculated until the program ends on June 20, 2018. This percentage will be included in next year's Annual Update. It is anticipated that the 3% increase will not be met.

Actions / Services

Action C.4-1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue to evaluate the effectiveness of our outreach and truancy response efforts through ongoing data collection.

The Administrative Units continue to conduct Student Intervention Team meetings to address student attendance

No Cost (Position is on hold).

No Cost (Position is on hold).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Truancy and Recovery Technician position was vacant for most of the 2016-17 school year. Strategic planning will occur in 2017-18 to develop an effective plan to reduce truancy and improve attendance.	issues, as well as utilize the support of the District Attorney and Student Attendance Review Board to identify obstacles and provide resources for students who are chronically truant.		

Action C.4-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	All ACCESS staff have been trained in Pro-ACT and current trainers are certified. No additional trainings occurred during 2017-18. This action and service will be deleted in the future due to all staff being trained.	LCFF: \$7,000 (\$5,000: Books & Supplies, 4000-4999; \$2,000: Services/Other Operating Expenses, 5000-5999)	No Cost (No additional trainings as all ACCESS staff have been previously trained).

Action C.4-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.	Four ACCESS community school clinicians were maintained and served all ACCESS school sites.	LCFF: \$478,442 (\$321,053: Classified Salaries, 2000-2999; \$157,389: Employee Benefits, 3000-3999)	LCFF: \$489,878 (\$333,718: Classified Salaries, 2000-2999; \$156,160: Employee Benefits, 3000-3999)

Action C.4-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funding for four College and Career	Four School Counselors (previously noted	LCFF: \$510,877 (Cost	LCFF: \$442,389

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counselors to support students as they prepare for post-secondary pathways.	as College and Career Counselors) were funded and supported all ACCESS school sites.	included in C.3-1). (\$368,725: Certificated Salaries, 1000-1999; \$142,152: Employee Benefits, 3000-3999)	(\$329,251: Classified Salaries, 2000-2999; \$113,138: Employee Benefits, 3000-3999)

Action C.4-5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain ongoing case management of homeless students and families.	Family Engagement Program Manager, Family Community Liaisons, and Community Resource Specialists provided case management of homeless students and families. This work entailed assisting families and students with connection to community resources.	Title I Funds: \$818,736 (Family Engagement Program Manager salary; seven Family Community Liaison salaries, and one Community Resource Specialist Salary). (\$548,631: Classified Salaries, 2000-2999; \$270,105: Employee Benefits, 3000-3999)	\$979,613 Title I Funds: Family Engagement Program Manager salary; eight Family Community Liaison salaries, and one Community Resource Specialist Salary (\$670,567: Classified Salaries, 2000-2999 \$309,046: Employee Benefits, 3000-3999)

Action C.4-6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.	Bus passes were given to students throughout the school year to assist in providing transportation to school. McKinney-Vento funds were not available and LCFF provided all of the funds.	LCFF: \$38,500 Low-Income: \$15,000 (Supplemental and Concentration Grants);	LCFF: \$30,000 (Books & Supplies, 4000-4999)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

		Homeless: \$8,500 (McKinney-Vento Funds) Students with Transportation Challenges: \$15,000 (LCFF, Books & Supplies, 4000-4999)	
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Action C.4-7

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	Basic school supplies were purchased, distributed to each AU, and provided to qualifying students. These supplies were assembled into 324 bags for student use.	LCFF: \$10,000 (Books & Supplies, 4000-4999; Supplemental and Concentration Grants)	LCFF: \$10,000 (Books & Supplies, 4000-4999)
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Action C.4-8

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	Financial aid information was shared with parents at parent information nights at each AU. Students who needed financial aid with test taking and college application fees were assisted.	LCFF: \$1,000 (Services/Other Operating Expenses, 5000-5999; Supplemental and Concentration Grants)	College & Career Readiness Grant: \$1,000 (Services/Other Operating Expenses, 5000-5999; Supplemental and Concentration Grants)
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Action C.4-9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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. Train ACCESS staff to use 2-1-1 Orange County, an online database of community resources.</p>	<p>Information regarding the resource 2-1-1 was shared at ACCESS Leadership Team Meetings. An invitation to present more detailed information regarding 2-1-1 at AU staff meetings was offered. Instructional Services distributed a monthly email of scheduled professional development opportunities provided by OCDE to all supervisors and managers. These emails listed all of the professional development opportunities with some addressing the needs of unduplicated pupils.</p>	<p>LCFF: Funds to be allocated for identified trainings, up to \$5,000 (Services/Other Operating Expenses, 5000-5999; Supplemental and Concentration Grants).</p>	<p>LCFF: \$5,000 (Services/Other Operating Expenses, 5000-5999)</p>

Action C.4-10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>This school nurse position resulted in a total of three school nurses to serve the ACCESS program. This increase in number allowed for a regionalized program for student health services. With the increased number of school nurses, all health screenings were completed and immunizations are up-to-date.</p>	<p>LCFF: \$122,576 (Cost included in Goal C.3-2). (\$80,604: Certificated Salaries, 1000-1999; \$41,972: Employee Benefits, 3000-3999)</p>	<p>LCFF: \$112,402 (\$75,066: Certificated Salaries, 1000-1999; \$37,336: Employee Benefits, 3000-3999)</p>

Action C.4-11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Pilot the implementation of a college course, Counseling 100, at Rio Contiguo School through a partnership with Fullerton College. The course Counseling 100 will be offered five times during the 2017-18 school year.</p>	<p>Due to contractual discussions, the implementation of Counseling 100 at Rio Contiguo School will now be at ACCESS Community Schools, beginning in the 2018-19 school year.</p>	<p>LCFF: \$12,000 (Total cost for instructor; Services/Other Expenses, 5000-5999)</p>	<p>No Cost as a result of the contract not being finalized until the 2018-19 school year.</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of the actions/services to achieve this goal include addressing the challenges that our student population faces in maintaining regular school attendance. These efforts include strategizing around truancy response, maintaining school clinicians, nurses, and interns, funding school counselors, assisting homeless youth, providing bus passes to assist with transportation to and from school, providing basic school supplies for low-income youth, and support students with test-taking and application fees for college entrance.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services of this goal have been effective in reducing the obstacles and challenges our students face in their regular school attendance, as well as addressing some of the social-emotional needs that interfere with their learning. Although the targeted attendance rate of 75% was not met, the efforts to reduce obstacles and challenges are being utilized. The students entering the program come with more significant attendance and behavior issues, resulting in our current attendance rate of 71%. School attendance is a priority and further planning will take place to increase our overall school attendance rate for 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

C.4-2 was budgeted \$7,000; the actual expense was \$0. This was a result of all staff being trained during 2016-17 and no further trainings were required.

C.4-4 was budgeted \$510,877; the actual expense was \$442,389. This was a result of one counselor transferring to a new position and the salaries savings occurred prior to a new counselor being hired.

C.4-5 was budgeted \$818,736; the actual expense was \$979,613. This increase was due to additional staff salaries and benefits being attributed to this goal.

C.4-11 was budgeted \$12,000; the actual expense was \$0 due to the contract not being finalized during the 2017-18 school year. This action/service will be reflected in 2018-19 as Action C.4-10.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All three metrics/indicators for this goal were moved to Goal C.2, due to their alignment with the Special Education Division' actions/services.

The metrics/indicators that were previously in Goal C.5 are the metrics/indicators for this goal in 2018-19, as a result of Goal C.5 being combined with Goal C.4.

C.4-2 has been deleted as a result of all staff being trained in Pro-ACT.

New C.4-14 has been added to recruit and hire a behavior specialist and paraeducator to support the work of MTSS.

The two actions/services previously in Goal C.5 have been added to Goal C.4 as C.4-12 and C.4-13, respectively. Both have been modified to expand the actions/services being offered in the school program.

Goal C.5

Goal C.5: Develop a schoolwide progressive discipline plan.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 5-Pupil Engagement; 6-School Climate

Annual Measureable Outcomes

Expected

Actual

Decrease student suspension by .1%.

The current suspension rate as of April 2018 is 8.3%. Last year's suspension rate was 0.7%. The suspension rate for this year did not decrease from the prior year because the tracking of student suspensions is more accurate.

Increase Community School attendance by 2%.

The Community School attendance rate decreased from 73% to 71%. The goal of an increase of 2% did not take place. The student population who entered ACCESS community schools enrolled with more significant attendance issues and additional strategies and resources will be invested in the upcoming school year to address this decline.

Ensure 80 staff are trained in Restorative Justice in August 2017, and 80 staff are trained in the Spring of 2018.

Restorative Practices training was offered six times during 2017-18. Approximately 203 staff members were trained.

Actions / Services

Action C.5-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue staff training regarding usage and implementation of the Progressive Intervention Plan and communicate the interventions to parents/guardians 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.</p>	<p>Six quarterly (2016-January 2018) coordinator meetings have been held for SIT and 504 coordinators. Attendees included Principals, Assistant Principals, Family Community Liaisons, Coordinators, School Counselors, and teachers. Meetings range from 18-28 people with the average being 23 people per meeting. There have been a total of 431 SIT meetings between 2016-January 2018 (18 months). Every AU has sent representatives to the meetings.</p>	<p>LCFF: \$1,200 (Books & Supplies, 4000-4999)</p>	<p>No costs associated with these meetings.</p>

Action C.5-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide Restorative Justice training to additional administrators, teachers, and staff, and continue implementing Restorative Justice practices at school sites.</p>	<p>Restorative Practices training was held six times during the 2017-2018 school year. Approximately 203 administrators, teachers, paraeducators, and clinicians were trained. Restorative Practice circles were implemented in several classrooms and staff development meetings across ACCESS.</p>	<p>LCFF: \$5,000 (Services/ Operating Expenses, 5000-5999)</p>	<p>Educator Effectiveness Grant: \$24,990 (\$943: Books & Supplies, 4000-4999; \$24,047: Services/Other Operating Expenses, 5000-5999)</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of the actions/services for this goal included holding coordinator meetings for student intervention team and the 504 coordinators. These meetings have been effective in ensuring the procedures and policies for student intervention plans are being addressed. The number of staff being trained in Restorative Practices has significantly increased during 2017-18 with approximately 200 staff members being trained.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The meetings and trainings have been highly effective in ensuring the intervention plans and procedures are being implemented, as well as providing the Restorative Practices training to over 60% of our staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In C.5-1, \$1,200 was budgeted; the actual expense was \$0 due to not needing materials for the meetings.

In C.5-2, \$5,000 was budgeted; the actual expense was \$24,990 as a result of increased training costs and an increased number of trainings offered. This expense was paid out of the Educator Effectiveness Grant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal C.5 is deleted for 2018-19. The metrics/indicators and actions/services have been added to Goal C.4. Any modifications or changes have been addressed in the analysis section for Goal C.4.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Our continued commitment to including stakeholders in the LCAP process is an ongoing pursuit. We recognize the value of stakeholder input and strive to develop a living document that encompasses their feedback and ideas.

The following stakeholders were engaged in the development and/or review of this LCAP document: OCDE staff and students, ACCESS staff, the Special Education Division's staff, parents and families of OCDE students, Blue Ribbon Commission, Foster Youth Services staff, and bargaining units.

Below outlines the process with each stakeholder:

OCDE

- The OCDE LCAP team has attended the LCAP Director's Meetings held on September 29, 2017, December 1, 2017, February 2, 2018, March 8, 2018, and June 1, 2018 to discuss the components of the LCAP template, aligning LCAP with budgets, and address assurances to increase and improve services for unduplicated students.
- Staff from OCDE's Instructional Services LCAP Services Team provided guidance and support with the new templates, and reviewed the 2017-20 LCAP document to provide feedback for increased clarity.
- The 2017-2020 LCAP document will be posted online following approval by the California Department of Education.

ACCESS

- LCAP was discussed at monthly ACCESS Leadership Team Meetings throughout the school year.
- Updates regarding LCAP measures were submitted in the months of November and March by those responsible for each goal and action item.
- The LCAP Steering Committee met regularly to incorporate the input, suggestions, and recommendations received from stakeholders.

- The Steering Committee met with representatives from Information Technology, Categorical Programs and Budget Support, Title I, Foster Youth Services, English Learner Services, Special Education Services, Student Services, and CWA Counseling Services to review and update LCAP actions, services, and expenditures.
- The ACCESS Cabinet reviewed each section of the LCAP document and recommended changes and additions to the actions and services.
- 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 2017-20.

SPECIAL EDUCATION DIVISION

- A survey provided input from teachers and staff to evaluate and prioritize the program's technology needs.
- An LCAP survey was provided to parents for feedback on goals, actions, and services.
- Teachers and ancillary staff receive updates and provide input on implementation of LCAP goals at quarterly meetings.
- Ongoing review of LCAP and the Special Education Division Strategic Plan priorities during staff and administration meetings is conducted to ensure alignment and effectiveness of initiatives.

PARENTS/GUARDIANS AND FAMILIES OF OCDE STUDENTS

- The first LCAP General Parent Advisory Committee (GPAC) meeting of the 2017-18 school year was held on October 26, 2017 at the centrally-located Harbor Learning Center during the evening to accommodate working parents/guardians. GPAC meetings are the vehicle for parents to provide input and feedback regarding the ACCESS program and the formulation of the updated LCAP document.
- Participants then met in small groups to provide input on OCDE's three main Identified Priority Goals: 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, which included the need for additional interpreters at school, greater communication from the school to families, and enhanced school safety.
- At this meeting, as well as all subsequent evening meetings, refreshments were provided, Interpretation services were available in Spanish, and children's activities were organized to allow parents/guardians to participate in the meeting more easily.
- The second LCAP GPAC meeting was held on January 30, 2018, at AU 101 Administrative Offices in Anaheim. Dr. Val Callet, ACCESS Assistant Principal, provided an overview on the LCAP process, and emphasized the important role of parent/guardian input.

- During the second part of the meeting, stakeholders participated in small group discussions regarding the three main Identified Priority Goals. The participants focused primarily on LCAP Goal C, College and Career Readiness, and their feedback included the need for additional co-curricular and after school activities to help positively occupy students' time.
- The third GPAC meeting was held on January 31, 2018, and took place at AU 104 Administrative Offices in Garden Grove. Wendy Rogan, Title I Program Specialist, provided an overview on the LCAP process, and Dr. Talisa Sullivan, Principal, discussed LCAP input with the attendees. The input included positive comments regarding the availability of laptops for student use, and a request for the school to use text messages to inform parents.
- The fourth GPAC meeting was held at AU 103 Administrative Offices in Tustin on February 15, 2018. Parents provided input and ideas for utilizing LCAP funds to enhance the school program. These ideas included computer classes for parents, additional life skills classes for students, and increased use of Google Classrooms by teachers and students.
- The fifth GPAC meeting was held on March 7, 2018, and took place at AU 101 Administrative Offices in Anaheim. An overview of LCFF and LCAP was provided, and Principal Ken Ko described how LCAP funds are used at the school sites. Parents indicated they would appreciate an opportunity to attend English, computer, and CPR/First Aid classes. Parents also felt students could benefit from additional college tours, a bulletin board of job postings, and personal finance classes.
- The final GPAC meeting was held on March 21, 2018, and took place at the Harbor Learning Center. In addition to an overview of LCFF and LCAP, Principal Vern Burton discussed how ACCESS has responded to parent input by providing additional parenting classes and more hands-on learning opportunities for students.
- To encourage attendance, the following outreach strategies were utilized in the weeks prior to the meetings: 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; 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.
- District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings were held on the following dates: September 21, 2017, November 29, 2017, January 25, 2018, and May 17, 2018. The focus of these EL Parent Advisory meetings is supporting the leadership development of our parents and providing time for parents to share and learn about ways they can advocate for their children. Topics covered at these meetings included utilization of school funds, EL Master Plan, roles and responsibilities of DELAC, assessment of district programs and goals, and LEA's reclassification procedures.
- The parent LCAP survey was completed by 529 parents addressing school climate, student progress, technology, and parent involvement which are aligned to the LCAP goals, actions, and services. A copy of the survey questions and an analysis of the responses are included in Appendix G.

STAKEHOLDERS

- OCDE representatives met quarterly with the Blue Ribbon Commission, a multi-agency collaborative facilitated by Juvenile Court and tasked with ensuring services for adjudicated youth, foster and dependent youth, to share an overview of the 2017-20 LCAP, solicit input, and highlight the actions and services proposed for 2018-19.
- In May 2018, OCDE representatives met with the Orange County Children’s Partnership (OCCP), a multi-agency subcommittee of the Board of Supervisors created to improve the conditions of Orange County children, presented the 2017-20 LCAP and received affirmation of the actions and services.
- At the quarterly Probation meetings, OCDE representatives presented an overview of the 2017-20 LCAP along with the highlights of the 2017-18 LCAP Annual Update.
- The Regional Center of Orange County, California Children’s Services, Department of Social Services, County Mental Health, Department of Rehabilitation, and other agencies were invited to provide input at annual and tri-annual IEP meetings to sustain high-quality programs and services for students with disabilities.

FOSTER YOUTH SERVICES

Foster Youth District Liaison meetings were held on the following dates to address identification of foster youth and coordination of services provided to foster youth within school districts and to strategize as they develop their Local Control Accountability Plans: September 15 and November 3, 2017; January 19, March 2, and May 18, 2018.

OCDE STUDENTS

- A survey was administered to all students during the months of March and April to gather their input regarding the quality of education, the use of technology in instruction, and school safety and climate. We received 905 survey responses.
- Student representatives participated in the Annual Update process through surveys and class discussions. This feedback was included as we updated the actions and services for subsequent years of the LCAP.
- Every Special Education Division student, ages 16-22, provides input on their Individualized Transition Plan which outlines a plan for high school course of study, and future educational, vocational, and independent living goals.

BARGAINING UNITS

- Regularly scheduled meetings were held throughout 2017-18.
- In December 2017, the Orange County Department of Education embarked on an in-depth strategic planning process for the ACCESS program that included all staff, including bargaining unit officers. The 2017-18 Bargaining Unit President was provided an overview of the LCAP with an opportunity to interface with the Assistant Superintendent of Alternative Education to provide input and feedback to the plan.

- OCDE management and representatives of Chapter 468 of the California School Employees Association (CSEA) met regularly during the course of the 2017-18 school year. During these meetings, employee concerns, suggestions, and possible solutions related to LCAP implementation were shared and discussed. These monthly meetings also provided the opportunity for ACCESS and Special Education Division to provide program updates and information on a variety of topics in order to better support program staff as they work to implement LCAP goals and objectives.
- In addition to the management/association meetings, a collaborative approach has been maintained at the school site level, where employees from each bargaining unit are encouraged to participate in discussions to gain a greater understanding of their supportive role in implementing the LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Our continued commitment to including stakeholders in the LCAP process has provided parents/guardians, staff, students, and community partners with a tangible and ongoing voice in the operation of our school program. Through their input, we are able to collaborate on an LCAP document that encompasses their feedback and ideas and strengthens the instruction and services provided to students.

The stakeholders listed below impacted the LCAP and Annual Update as follows:

OCDE

- Staff members recognize the LCAP as a vehicle to improve the outcomes for students, and they continually submit ideas for actions and services to positively impact student achievement. These ideas are recorded and brought forward for discussion and possible inclusion in the current LCAP. Many of the ideas submitted were used to enhance existing actions and services and create new opportunities contained within the document.

ACCESS

- The LCAP Steering Committee ensured the input and contributions of all stakeholders were represented in the document.
- Based on positive feedback from teachers and the ACCESS Leadership Team, the decision was made to purchase Social Science and Math curriculum for the 2017-18 school year (see Annual Update, C.1-9).
- Staff overwhelmingly expressed the continued need for targeted mental health support for students and continued funding for clinicians and school counselors remain a priority (see Annual Update, C.4-3 and C.4-4).

- Staff surveys confirmed the positive impact the LCAP goals have on student achievement. Survey results indicate the following areas of commendations:
 - o Increased number of computers at school sites and improved connectivity: 76.7%
 - o Increased implementation of California State Standards: 77.4%
 - o Increased parent engagement: 73.9%
 - o The LCAP is having a positive impact on student outcome: 82.7%

SPECIAL EDUCATION DIVISION

- Survey results from staff resulted in additional and improved actions and services to impact the outcomes of students in the areas of technology and transition. The following items were purchased and implemented:
 - o SANDI/FAST
 - o ST Math
 - o SEACO Access Guide
 - o ULS
 - o News 2 You
 - o Continued use of TOSA to support Special Education Division initiatives

PARENTS/GUARDIANS AND FAMILIES OF OCDE STUDENTS

- Parents/guardians confirmed the need for additional computer skills and coding classes for their students (see Annual Update, A.1-2).
- Parents/guardians requested increased communication through e-mail, texts, telephone calls, and access AERIES Parent Portal (see Annual Update, B.1-1 and B.1-4).
- Parents/guardians stated the need for more field trips, more one-on-one tutoring, and opportunities for college classes and tours (see Annual Update, B.2-2, C.1-4, B.2-7, respectively).
- Parents/guardians expressed the need for more hands-on learning activities and student projects (see Annual Update, C.1-3 and C.1-10).
- Parents/guardians provided feedback on the current LCAP and had the opportunity to provide ideas for improved actions/services.

The following are comments made by parents/guardians during meetings, events, and on surveys:

- *“I appreciate all the support by the counselors and teachers.”*
- *“I absolutely love this school and the teachers. The tutor, the teacher, and staff are all wonderful.”*
- *“Thank you for the program. It has been indispensable for my daughter. Truly, thank you.”*

- *“PCHS is an amazing program that is supportive of all types of students. The staff and principal are helpful, caring, and supportive.”*
- *“School staff needs to be present before and after school to prevent issues.”*
- *“I would like to have online access to transcripts, classes taken, and know what is needed to complete high school requirements.”*
- *“I would like the school to have parent/teacher conferences regularly.”*
- *“Substance abuse training and prevention is needed.”*
- *“Provide additional help to address truancy and attendance issues.”*
- *“Continue to provide Disciplina Positiva class and additional sessions would be great!”*
- *“Thank you for the amazing job you do. I know my child has succeeded and will be graduating thanks to your guidance. You have given him the tools to regain his confidence.”*

STAKEHOLDERS

- All LEA stakeholders acknowledged the need for increased technology usage among OCDE students and continued upgrades to the system and the 2017-20 LCAP reflects this focus (see Annual Update, Goals A.1 and A.2).
- An additional area of need that stakeholders addressed is for improved and increased school site safety equipment, and staff positions (see Annual Update, B.3 Analysis).
- 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 (see Annual Update, Goal B.5).
- On May 17, 2018, the Orange County Children’s Partnership (OCCP) was provided with an overview of the goals included in the draft 2017-18 LCAP. The committee members affirmed its goals and directions, commending Foster Youth Services for the improved outcomes of foster youth and the coordination of services within the county.
- Regional Center of Orange County continues to provide parent/guardian training workshops to equip parents/guardians with skills to support the transition needs of their children (see Annual Update, B.2-10, B.2-11, and B.2-12). OCDE is an active member of interagency groups, including the Orange County Transition Initiative, and the Orange County Adult Transition Task Force, which provide parent resources, including assisting in the development of a transition website through the Chapman College Thompson Policy Institute. Students have increased work and transportation opportunities as a result of OCDE’s involvement with the Competitive Integrated Employment Partnership, the Regional Center of Orange County Adult Services Advisory Group, and the Orange County Transportation Authority Special Needs Advisory Committee.
- Out-of-county partnerships have been formed with several Los Angeles County school districts and adult programs to provide postsecondary programs to adult students with behavior support needs, and severe medical and/or physical disabilities (see Annual Update, B.2-11). A Los Angeles County resource list has been developed to maximize options.

FOSTER YOUTH

- 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.
- Continued representation by Foster Youth Services on behalf of foster youth in ACCESS has resulted in the improved problem solving of challenges facing foster youth. This partnership between Foster Youth Services and ACCESS is resulting in better coordination of academic and support services and fewer school transfers for foster youth.

OCDE STUDENTS

Over 900 student surveys were submitted in the months of March and April 2018. (See Appendix G for an overview of survey results.)

The following were comments made by students:

- *“Continue to provide field trips and fun activities.”*
- *“Look at offering more art classes.”*
- *“Everything is going well, thank you.”*
- *“Thank you for all your time and effort believing that everyone deserves a good education. We all appreciate everything you do for us.”*
- *“Bring more books to the classroom.”*
- *“Thank you for the support and efforts to help us succeed.”*

BARGAINING UNITS

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, as well as students and parents in the document.

Management and CSEA representatives have maintained their collaborative approach to encouraging employee support and understanding of the LCAP.

PUBLIC COMMENT MEETING

During the LCAP Public Comments portion of the June 6, 2018, Orange County Board of Education meeting, comments were provided by five parents, one student, one ACCESS teacher representing the Orange County Schools Educators Association, and representatives from the Orange County Juvenile Court, Orange County Probation Department, and the Orange County Social Services Agency.

All of the speakers spoke highly of the support, collaboration, engagement, and services provided in the LCAP. Below is a sample of the comments made during the meeting:

- The Presiding Judge of the Orange County Juvenile Court spoke highly of the stakeholder collaboration and engagement between Orange County Social Services, Probation, and the Orange County Department of Education that is benefitting the outcomes for foster youth.
- The Chief Deputy Probation Officer of the Orange County Probation Department commends the work of OCDE for strong multi-agency collaboration, the implementation of Restorative Practices, and additional college programs which ensures better academic outcomes.
- The Deputy Division Director of the Orange County Social Services Agency is grateful for the partnership with OCDE and Foster Youth Services. This partnership is critical in making a difference in the lives of foster youth and families through coordination of services, training on trauma-informed care, and the receipt of more timely and accurate education information.
- An ACCESS teacher and member of OCSEA stated that OCSEA is in full support of the LCAP and commended the Department in providing staff with multiple opportunities for input, recognized that this input has been included in the LCAP document, and stated that the Career Technical Education classes are having a positive impact on students.
- Four parents who have children in ACCESS programs and one parent with a child in the Special Education Division expressed their gratitude for the work of teachers, staff, counselors, and community partners. The parents spoke highly of the parenting classes offered by Padres Unidos and Positiva Disciplina, and requested that these opportunities continue. All conveyed how these classes and trainings have assisted in better relationships with their children. The parents enthusiastically stated their appreciation for the dedication of teachers and staff, and the ability to be involved in their children's educational program.

These comments reinforce our efforts to continue stakeholder engagement, partner collaboration, and actions and services that ensure college, career, and life readiness for our students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal A.1

Increase the effective use of technology for teaching and learning to promote 21st Century skills.
Goal A.1: Increase bandwidth connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 7-Course Access

Identified Need:

To ensure reliable access and support for the use of current and future technology for teaching and learning to promote 21st Century skills, continuous and ongoing review and evaluation of current and future OCDE school sites' connectivity and infrastructure is needed.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Circuit Capacity	Currently at 1 GB (2016-17)	Maintain	Maintain	Maintain
Classroom Connectivity	Currently completed at 75% of schools.	Finish upgrade of remaining 25% of	School site connectivity will increase to 50MB-	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		schools. There are 54 school sites with 50MB and 6 school sites with 100MB.	1KB. There will be 56 school sites with 100MB and 4 school sites with 1GB.	
Deployment of server and software for VDI roll-out.	Completed in 2016-17.	Maintain	Maintain	Maintain

Action A.1-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Continue to annually evaluate the technology infrastructure for needed upgrades, including but not limited to, bandwidth capability, firewall, and switches. Install security endpoint protection on approximately 1,600 devices. Provide device management upgrades and software licenses as needed.</p>	<p>Continue to evaluate the technology infrastructure for needed upgrades, including but not limited to, bandwidth capability, firewall, and switches. The following technology upgrades are planned for 2018-19: Purchase and install new servers at school sites and administrative sites. Expand bandwidth at existing school sites and install needed infrastructure at new school sites.</p>	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$70,000	
Source	LCFF	LCFF	
Budget Reference	\$69,040: Books & Supplies, 4000-4999; \$960: Services/Other Operating Expenses, 5000-5999	\$69,040: Books & Supplies, 4000-4999; \$960: Services/Other Operating Expenses, 5000-5999	

Action A.1-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain the ongoing monthly cost for site connectivity and provide offsite student internet access through the purchasing of 325 Chromebooks and 325 wireless hotspots. Continue to maintain device-to-student ratios as stated in the metrics for A-2.

Maintain the ongoing monthly cost for site connectivity and continue to evaluate offsite student internet access needs by purchasing additional wireless hotspots to support unduplicated student groups. School site connectivity will increase from a range of 25MB to 100MB to a range of 100MB to 1KB. Continue to maintain device-to-student ratios as stated in the metrics. Deploy remaining 13 Promethean Boards to support the use of technology in the classroom. Purchase up to 4

Maintain the ongoing monthly cost for site connectivity and continue to evaluate offsite student internet access needs by purchasing additional wireless hotspots to support unduplicated student groups. Continue to maintain device-to-student ratios as stated in the metrics. Develop a technology plan for purchases of technology equipment and devices to support student learning.

Video Production equipment for recording student presentations, for use in professional development, and for the Information, Communication, and Technology Career Pathway courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$310,000	\$628,343	\$277,248
Source	LCFF	LCFF	LCFF
Budget Reference	\$183,905: Books & Supplies, 4000-4999 \$126,095: Services/Other Operating Expenses, 5000-5999	\$351,095: Books & Supplies, 4000-4999 \$277,248: Services/Other Operating Expenses, 5000-5999	\$277,248: Services/Other Operating Expenses, 5000-5999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal A.2

Increase the effective use of technology for teaching and learning to promote 21st Century skills.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 4-Pupil Achievement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

Identified Need:

In order to accommodate the improved and increased use of technology for teaching and learning to promote 21st Century skills, additional devices and educational software programs are needed, as determined by current device-to-student ratios, as well as student and staff surveys.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ratio of computer/devices to students.	1:1 (ACCESS Community) 1:1 (ACCESS Day Schools) 1:1 (ACCESS Juvenile Court) 1:2.1 (CHEP/PCHS)	Maintain and evaluate capacity to increase ratios. Ratios were maintained at 1:1, and CHEP/PCHS improved to 1:1.9.	Maintain and evaluate capacity to increase ratios.	Maintain ratios.
Students using technology to	32.7% "Seldom" / "Never" (Student)	Decrease by 5% Decrease by 5%	Decrease by 2% Decrease by 2%	Decrease by 2% Decrease by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
complete assignments based on student/teacher surveys.	30% "Seldom" / "Never" (Teacher) 35.2% "Daily Use" (Student) 37.3% "Daily Use" (Teacher)	Increase by 5% Increase by 5%	Increase by 2% Increase by 2%	Increase by 2% Increase by 2%
Percentage of teachers logging into ULS on a monthly basis.	Baseline will be established in 2017-18.	Baseline established.	Increase by 20%.	Increase by 10%.

Action A.2-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

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.

By March of each year, 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150 (Printing Costs)	\$200 (Printing Costs)	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

Action A.2-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$76,144	\$82,413	\$85,473
Source	LCFF	LCFF	LCFF
Budget Reference	\$55,382: Classified Salaries, 2000-2999 \$20,762: Employee Benefits, 3000-3999	\$59,342: Classified Salaries, 2000-2999 \$23,071: Employee Benefits, 3000-3999	\$60,826: Classified Salaries, 2000-2999 \$24,647: Employee Benefits, 3000-3999

Action A.2-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Expand the usage of GradPoint through the training of staff and coaching support in the classroom. Collect data on student usage (i.e., number of students who started and the number who successfully completed). Collect student survey results to determine the effectiveness of the program.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Expand the usage of GradPoint through continued training of staff and coaching support in the classroom. Collect data on student usage (i.e., the total number of students enrolled in a GradPoint course, the number of students who started and successfully completed a course, the percentage of students earning a grade of C or better, as well as the percentage of students completing 50% or more of the course). Collect student survey results to determine the effectiveness of the program.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$219,650	\$266,389	
Source	LCFF	LCFF	

Year	2017-18	2018-19	2019-20
Budget Reference	\$198,050: Books & Supplies, 4000-4999 \$21,600: Services/Other Operating Expenses, 5000-5999	\$266,389: Books & Supplies, 4000-4999	

Action A.2-4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand the usage of the educational technology website available to instructional staff and continue to add additional resources to the website. Continue to provide updates to

Expand the usage of the educational technology website available to instructional staff and continue to add additional resources to the website targeting the needs of

instructional staff as new resources are added.	unduplicated student groups. Continue to provide updates to instructional staff as new resources are added.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Part of Staff Duties)	No Cost (Part of Staff Duties)	
Source	LCFF	LCFF	
Budget Reference	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	

Action A.2-5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for

2017-18	2018-19	2019-20
Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase licenses for student usage of current educational software programs and identify and train staff on instructional resources for incorporating 21st Century skills into student learning.	Continue to purchase licenses for student usage of current educational software programs and identify and train staff on instructional resources for incorporating 21st Century skills into student learning.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,315	\$42,957	
Source	LCFF	LCFF and Flex Grant (1823)	
Budget Reference	\$10,895 WorldBook Online; \$4,650 Rosetta Stone; \$10,270 Defined STEM; \$2,500 Discovery Education Streaming (Books & Supplies, 4000-4999)	LCFF: \$10,895: WorldBook Online; \$10,270: Defined STEM; \$2,050: Discovery Education Streaming; Kahn Academy, No Cost; \$3,375: Newsela; \$2,158: ST Math; \$6,635: ALEKS Math; \$745: Career Cruising; \$2,179: Turnitin (Books & Supplies, 4000-4999) Flex Grant: \$4,650, Rosetta Stone (Books & Supplies, 4000-4999)	

Action A.2-6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Modified	Modified	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide release time and encourage ACCESS teachers to observe model classrooms that effectively utilize technology in student learning and provide coaching and classroom support to assist teachers in integrating technology, educational resources, and tools into student learning.	Provide release time for ACCESS teachers to observe exemplary classrooms that effectively utilize technology and the adopted curriculum in order to integrate technology and curriculum more effectively into their instruction.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,429 (Cost included in Goal C.3-1).	Cost Included in C.3-1	
Source	LCFF	LCFF	
Budget Reference	\$2,951: Certificated Salaries, 1000-1999 \$478: Employee Benefits, 3000-3999	Certificated Salaries, 1000-1999 Employee Benefits, 3000-3999	

Action A.2-7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Students with Disabilities

Location(s):

Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue ULS and News 2 You and explore additional supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST) and ST Math, and make available the new online SEACO Access Guide for California Content Standards.

Continue ULS and News 2 You and explore additional supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST) and ST Math, and make available the new online SEACO Access Guide for California Content Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,200	\$75,200	
Source	Educator Effectiveness Grant	Flex Grant (1823)	
Budget Reference	\$41,000 (ULS instructional materials); \$24,000 (SANDI/FAST); \$4,200 (ST Math); \$6,000 (SEACO Access Guide); (Books & Supplies, 4000-4999)	\$41,000 (ULS instructional materials); \$24,000 (SANDI/FAST); \$4,200 (ST Math); \$6,000 (SEACO Access Guide); (Books & Supplies, 4000-4999)	

Action A.2-8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Students with Disabilities

Location(s):

Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement the SES Technology Plan.

Continue Touch2Learn meetings on a regular basis and begin collaboration and partnership with UCI to determine the effectiveness of video modeling.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)	
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal B.1

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.1: Increase parent participation and involvement in the educational process which research validates improves student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 5-Pupil Engagement; 6-School Climate

Identified Need:

Recognizing that research indicates parent engagement and improved communication results in greater student achievement, improved collaboration and partnerships among stakeholders are needed.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Drop-out Rate (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)	6.91% (2015-16 baseline) (Note: as of April 2017, the ACCESS drop-out rate was 9.67%; this is the more accurate baseline to track our students.)	8.42%	8%	7.9%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Community School Attendance Rate (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.)	73.2% for 2015-16 (Note: as of Month 9 of 2017, the attendance rate for ACCESS Community Schools was 73%; this is the more up-to-date baseline to assess student attendance.)	As of Month 9 of 2018, the attendance rate for ACCESS Community Schools was 71%. The final attendance rate for the 2017-18 school year will be calculated in July 2018, and included in the 2018-19 LCAP.	73%	75%
Parent Satisfaction with Special Education Division.	94%	Maintain	95%	Maintain
Annual Parent Survey to Collect Parent Input regarding LCAP Goals, Actions, and Services.	338 Parent-Completed Surveys.	Increase Parent Responses by 5%. 529 parent surveys were completed. This is a 56% increase from the prior year.	Increase Parent Responses by 5%.	Increase Parent Responses by 5%.

Action B.1-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Increase utilization of the School Messenger System for communicating essential information to parents/guardians, and provide training to administrators as needed.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Increase utilization of the School Messenger System for communicating essential information to parents/guardians, and provide training to administrators as needed.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,280 (School Messenger License)	\$9,945 (School Messenger License)	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

Action B.1-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Through the utilization of the Annual Parent Survey, conduct an assessment of the overall effectiveness of parent information events and trainings to increase parent participation and engagement. Continue to offer parent classes, workshops, trainings, and events to encourage parent participation in the educational process.

Based on feedback and parent input from the annual parent survey, Parent Advisory meetings, DELAC/ELAC meetings, and parent trainings and events, the effectiveness of these meetings, workshops, and trainings will be analyzed. Parent classes, workshops, trainings, and information nights will continue to be offered throughout 2018-19 with the focus of increasing participation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$129,322	\$90,000	
Source	LCFF and Title I Funds	LCFF and Title I Funds	
Budget Reference	LCFF: \$10,000 Title I: \$119,322 (Services/Other Operating Costs, 5000-5999)	LCFF: \$15,000 (Services/Other Operating Costs, 5000-5999) Title I: \$75,000 (Services/Other Operating Costs, 5000-5999)	

Action B.1-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Evaluate the effective components of these events through participant surveys.	Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Obtain parent feedback at the conclusion of each event regarding what information was supportive and helpful, as well as additional information they would like to receive.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$9,000	
Source	LCFF and Title III Funds	LCFF and Title III Funds	
Budget Reference	LCFF: \$14,000 Title III: \$1,000 (Services/Other Operating Expenses, 5000-5999)	LCFF: \$8,000 Title III: \$1,000 (Services/Other Operating Expenses, 5000-5999)	

Action B.1-4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement and utilize Aeries.Net ACCESS to provide parents/guardians with access to their child’s transcript, credit, and attendance information. Explore other features of Aeries.Net for teachers and administrators to use, such as Analytics and online registration.

Provide parent training for Aeries.Net throughout the school year. These trainings will be included in the parent information events and parent meetings. Purchase Info Snap from Intermediate Holdings to allow parents to complete online student registration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$36,808	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	\$4,000: AERIES.Net (Services/Other Operating Expenses, 5000-5999) \$32,808: Info Snap (Books & Supplies, 4000-4999)	

Action B.1-5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Students with Disabilities

Location(s):

Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding the use of technology, school climate, and safety.

By March of each school year, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding the use of technology, school climate, and safety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Goal A.2 Surveys)	Cost Included in A.2-1	
Source	NA	NA	
Budget Reference	NA	NA	

Action B.1-6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Students with Disabilities

Location(s):

Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to initiate parent contact at least 30 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Part of Staff Duties)		
Source	Special Education Division Funds		
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999		

Action B.1-7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Students with Disabilities

Location(s):

Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide training opportunities for new staff and administrators for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	Special Education Division Funds		
Budget Reference	Certificated Salaries: 1000-2999 Employee Benefits: 3000-3999		

Action B.1-8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
Students with Disabilities

Location(s):
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide parents/guardians and staff with ongoing notification of school, community events that relate to improved parent/guardian involvement and student achievement.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount No Cost (Part of Staff Duties)

Year	2017-18	2018-19	2019-20
Source	Special Education Division Funds		
Budget Reference	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999		

Action B.1-9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Students with Disabilities

Location(s):

Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Update by July 2017 program brochures for students with the most significant disabilities related to physical and specialized healthcare needs. Program brochures will be posted on the OCDE website under the Special Schools tab.

Update by July of each year program brochures for students with the most significant disabilities related to physical and specialized healthcare needs. Program brochures will be posted on the OCDE website under the Special Schools tab.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal B.2

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B2: Identify, develop, and renew partnerships, as well as increase stakeholder and agency linkages to increase services and resources to students that focus on health, counseling, and life skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate

Identified Need:

Recognizing that research indicates parent engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders are needed.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Grants Awarded	14 grants awarded	Increase by 10%. Maintained 14 grants.	Increase an additional 2%	Increase an additional 2%
Percentage of Student Population Participating in Co-Curricular Events.	20% of student population	Increase to 22%. Student participation rate was 31%.	Increase to 34%	Increase to 37%
Percentage of Students with the Most Significant	83%	85%	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Disabilities Offered Post-School Service.				
Percentage of students and the percentage of parents indicating that the school is safe on the annual survey.	Student percent indicating a safe school environment: 93.6% Parent percent indicating a safe school environment: 95.4%	Student percent indicating a safe school environment: 94% Parent percent indicating a safe school environment: 96%	Student percent indicating a safe school environment: 95% Parent percent indicating a safe school environment: 97%	Maintain

Action B.2-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to fund the Grant Program Support Assistant to research and apply for grants to address program needs. These needs include the following areas: nutrition, substance abuse, mental health, internships, and job shadowing.	Continue to fund the Grant Program Support Assistant to support ongoing grants that address nutrition, substance abuse, mental health, internships, and job shadowing.	Continue to fund the Grant Program Support Assistant to support ongoing grants that address nutrition, substance abuse, mental health, internships, and job shadowing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$95,815	\$100,608	\$105,260
Source	LCFF	LCFF	LCFF
Budget Reference	\$55,726: Classified Salaries, 2000-2999 \$40,089: Employee Benefits, 3000-3999	\$58,164: Classified Salaries, 2000-2999 \$42,444: Employee Benefits, 3000-3999	\$61,073: Classified Salaries, 2000-2999 \$44,187: Employee Benefits, 3000-3999

Action B.2-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Maintain a co-curricular activities fund to support student learning and engagement, including Summer at The Center, Young American Outreach, and educational field trips. This funding includes transportation costs, food, supplies, and staff salaries.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000 (\$1,950 included in Goal C.3-1)		
Source	LCFF		

Year	2017-18	2018-19	2019-20
Budget Reference	\$1,890: Certificated Salaries, 1000-1999 \$7,207: Classified Salaries, 2000-2999 \$834: Employee Benefits, 3000-3999 \$18,567: Books & Supplies, 4000-4999 \$31,502: Services/Other Operating Expenses, 5000-5999		

Action B.2-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Continue to provide funding for a Program Specialist to coordinate Career Technical Education to further develop Career Pathways and Link Learning opportunities for students.

Recruit and hire a Career Technical Education Specialist to further develop Career Pathways, coordinate and implement additional career education courses, and work with community colleges regarding course articulation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost due to the position not being filled.	\$159,484	\$161,677
Source	CTEIG Grant	CTEIG Grant	LCFF
Budget Reference	(Certificated Salaries, 1000-1999; Employee Benefits, 3000-3999)	\$108,324: Certificated Salaries, 1000-1999 \$51,160: Employee Benefits, 3000-3999	\$108,324: Certificated Salaries, 1000-1999 \$53,353: Employee Benefits, 3000-3999

Action B.2-4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue funding the contract for the short-term CTE staff members to support career pathways and to assist the Program Specialist in developing CTE courses for ACCESS. Provide stipends for ACCESS CTE-credentialed teachers to teach CTE courses.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue funding the contract for the short-term CTE staff members to support career pathways and to assist the Program Specialist in developing CTE courses for ACCESS. Provide stipends for ACCESS CTE-credentialed teachers to teach CTE courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$92,910	\$101,067	\$101,067
Source	LCFF and CTEIG Grant	LCFF and CTEIG Grant	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	LCFF: \$21,250 CTEIG Grant: \$48,600 Career Pathways Grant: \$5,800 (Classified Salaries, 2000-2999) LCFF: \$4,750 CTEIG Grant: \$11,400 Career Pathways Grant: \$1,110 (Employee Benefits, 3000-3999)	LCFF: \$3,600, Certificated Salaries, 1000-1999; \$25,000, Classified Salaries; 2000-2999; \$6,028: Employee Benefits, 3000-3999. CTEIG: \$56,675, Classified Salaries, 2000-2999; \$9,764, Employee Benefits, 3000-3999.	\$3,600: Certificated Salaries, 1000-1999 \$81,675, Classified Salaries, 2000-2999 \$15,792, Employee Benefits, 3000-3999

Action B.2-5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide Pure Game, a physical education/character development program for up to seven ACCESS sites.	Continue to provide Pure Game, a physical education/character development program for up to seven ACCESS sites.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,056	\$28,390	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

Action B.2-6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. Partner with Working Wardrobes to provide career building workshops for students during Career Success Week. Create and implement one week-long Career Success Week Junior targeting middle school students. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000 (\$7,000: Career Success Week; \$5,000: Career Forum)	\$16,750 (\$10,000: Career Success Week; \$5,000: Career Forum; \$1,000: Working Wardrobes; \$750: Career Success Week Junior)	
Source	LCFF	LCFF and Title I	
Budget Reference	\$6,000: Books & Supplies, 4000-4999 \$6,000: Services/Other Operating Expenses, 5000-5999	LCFF: \$15,750 (\$6,000: Books & Supplies, 4000-4999; \$9,750: Services/Other Operating Expenses, 5000-5999) Title I: \$1,000 (Services/Other Operating Expenses, 5000-5999)	

Action B.2-7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to increase partnerships with community stakeholders with an emphasis on collaborating with the community colleges through campus tours, including transportation costs.	Continue to increase partnerships with community stakeholders with an emphasis on collaborating with community colleges and universities through campus tours and field trips to local county-operated libraries. Costs include transportation, printing, general supplies, and refreshments.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000 (Transportation Costs)	\$5,000	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	\$500: Books & Supplies, 4000-4999; \$4,500: Services/Other Operating Expenses, 5000-5999	

Action B.2-8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000		
Source	LCFF		
Budget Reference	Books & Supplies, 4000-4999		

Action B.2-9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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. Track the number of staff members who attend mindfulness workshops, and gather feedback from participants regarding the impact to school climate. Explore opportunities for instructional staff and administrators to attend California Teachers Association trainings related to diversity.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500 (Cost of Trainings)	\$3,000	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

Action B.2-10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
Students with Disabilities

Location(s):
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

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 Education Division sites.

[Empty input box]

[Empty input box]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	NA		
Budget Reference	NA		

Action B.2-11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
Students with Disabilities

Location(s):
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Empty input box]

[Empty input box]

[Empty input box]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to explore adult day program options for students with the most significant disabilities prior to program completion.	The current number of adult day program options is 45. The program will continue to explore 11 additional adult day program options for students with the most significant disabilities prior to program completion.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	
Source	NA	NA	
Budget Reference	NA	NA	

Action B.2-12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
Students with Disabilities

Location(s):
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to update resource list of community college options in Orange County for students with intellectual disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	<input type="text"/>	<input type="text"/>
Source	NA	<input type="text"/>	<input type="text"/>
Budget Reference	NA	<input type="text"/>	<input type="text"/>

Action B.2-13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Students with Disabilities

Location(s):

Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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. Track the number of staff members who attend mindfulness workshops, and gather feedback from participants regarding the impact to school climate. Explore opportunities for instructional staff and administrators to attend California Teachers Association trainings related to diversity.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500 (Cost of Trainings)	\$1,000	

Year	2017-18	2018-19	2019-20
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

Action B.2-14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
Students with Disabilities

Location(s):
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Update Special Schools Adult Transition brochure and post it on the OCDE website under the Special Education Division tab.	Update Special Education Division Adult Transition brochure prior to the beginning of each school year and post it on the OCDE website under the Special Schools tab.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal B.3

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.3: Maintain facilities and school sites in good repair utilizing existing monthly Site Safety Reports, Facility Inspect Tool (FIT), and School Accountability Report Card (SARC) data to identify areas of deficiency and to ensure a safe environment conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 3-Parental Involvement; 6-School Climate

Identified Need:

Maintain a safe environment for students and staff to create a positive school climate and a welcoming environment to parents/guardians and stakeholders.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Safety Report – Facility Status.	100% completed monthly	Maintain	Maintain	Maintain
Facility Inspection Tool (See Appendix F for details).	September 2016: 6 of 8 categories marked “Good.” December 2016: 8 of 8 categories marked “Good.”	Maintain a minimum of 6 of 8 categories marked “Good” at initial inspection; within three months, all categories marked “Good.”	Maintain a minimum of 6 of 8 categories marked “Good” at initial inspection; within three months, all categories marked “Good.”	Maintain a minimum of 6 of 8 categories marked “Good” at initial inspection; within three months, all categories

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				marked "Good."
Survey Results from Parents, Students, Staff regarding Site Safety.	Feel Safe at School: Parents: 95.4% Yes Students: 92.0% Yes Staff: 87.8% Yes	Increase by 1% from prior year for all groups.	Increase by 1% from prior year for all groups.	Increase by 1% from prior year for all groups.
Survey Results from Students and Staff regarding Site Conditions.	School Clean / Good Repair: Students: 89.6% Yes Staff: 87.8% Yes	Increase by 1% from prior year for all groups.	Increase by 1% from prior year for all groups.	Increase by 1% from prior year for all groups.
Percentage of schools with a "good" rating for site safety as indicated on the SARC.	100%	Maintain	Maintain	Maintain

Action B.3-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$25,000	
Source	LCFF	LCFF	
Budget Reference	\$8,500: Books & Supplies, 4000-4999 \$1,500: Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

Action B.3-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate, safety, and the condition of the facility.

In March of each school year, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate, safety, and the condition of the facility.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Goal A.2 Surveys)	Cost Included in A.2-1	
Source	NA	NA	
Budget Reference	NA	NA	

Action B.3-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent.

Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent in the Annual Update Section of the LCAP document.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$150,000	
Source	Deferred Maintenance Fund	Deferred Maintenance Fund	
Budget Reference	Services/Other Operating Expenses, 5000-5999	\$25,000: Services/Other Operating Expenses, 5000-5999 \$125,000: Capital Outlay	

Action B.3-4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	New	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Develop an action and service for 2018-19 to address school site safety.

Enhance school site safety by equipping school sites and regional offices with cameras, walkie-talkies, metal detectors, installing locking mechanisms on doors, and hiring three School Safety Personnel.

Continue to enhance school site safety, as needed, by equipping school sites and regional offices with cameras, walkie-talkies, metal detectors, installing locking mechanisms on doors, and continuing to fund three School Safety Personnel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	\$597,115	\$432,115
Source	NA	LCFF	LCFF
Budget Reference	NA	\$65,000: Books & Supplies, 4000-4999; \$532,115: Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal B.4

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal B.4: Collaborate with all school districts to coordinate a countywide Expulsion Plan to serve expelled youth.

State and/or Local Priorities addressed by this goal:

State Priorities: 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate

Local Priorities: 9-Coordination of Instruction of Expelled Pupils

Identified Need:

Continue collaboration with districts in order to effectively serve expelled youth.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Status of tri-annual Expulsion Plan.	Approved plan submitted June 2015.	Complete plan for Board approval by June 2018.	Begin collaboration regarding identified gaps in service.	Continue collaboration and planning for tri-annual plan due June 2021.
Number of mandatory expelled students referred to ACCESS.	2015-16: 236 expelled students referred.	Continue to track number of expelled students referred. As of April 2017: 203 expelled students referred.	Continue to track number of expelled students referred.	Continue to track number of expelled students referred.
Percentage of expelled students	2015-16: 50% return rate.	Increase by 2% from previous year.	Increase by 1% from previous year.	Increase by 1% from previous year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
returned to district.		As of April 2017, 49% return rate.		

Action B.4-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Collaborate with the CWA Directors to address the gaps and service needs identified in the approved countywide Expulsion Plan.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Part of Staff Duties)	No Cost (Part of Staff Duties)	
Source	NA	NA	
Budget Reference	NA	NA	

Action B.4-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	New	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Meet with the Coordinator of CWA Counseling Services to strategize and develop a method for increased utilization of the student referral and transition forms by Districts and ACCESS staff.

At quarterly CWA meetings, address the proper utilization of student referral and transition forms by District and ACCESS staff to effectively support expelled students entering ACCESS and/or returning to District.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	
Source	NA	NA	
Budget Reference	NA	NA	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal B.5

Increase parent and stakeholder engagement as well as collaboration to support student learning.

Goal 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 by utilizing cross-system collaboration among stakeholders and a countywide integrated database.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 8-Pupil Outcomes

Local Priorities: 10-Coordination of Services for Foster Youth

Identified Need:

Based on input from district foster youth liaisons, Orange County Social Services Agency, and ACCESS staff, foster youth and other stakeholders, there is a need for increased coordination and cross-system collaboration with community partners to provide coordinated services for foster youth, which will improve school stability and academic outcomes.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
County Foster Youth Cohort Graduation Rate (DataQuest)	2014-15, 59.1% of foster youth graduated in the cohort	2015-16, 59.8% of foster youth graduated in the cohort	Increase cohort graduation rate by 5%	Increase cohort graduation rate by 5%
Increase School Stability for Foster Youth (Local Data)	1.2 average school changes per foster youth student during the 2016-17 school year for	1.1 average school changes per foster youth student during the 2017-18	Maintain or improve this average and/or utilize CDE data points when they	Maintain or improve this average and/or utilize CDE data points when

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
from CWS/CMS)	youth under the jurisdiction of the Orange County Juvenile Court.	school year for youth under the jurisdiction of the Orange County Juvenile Court.	become available.	they become available.
Increase communication with school districts to improve coordination of services and build capacity to serve foster youth.	In 2016-17, five meetings for foster youth district liaisons were held on September 16 and November 18, 2016, and January 20, March 3, and May 19, 2017.	In 2017-18, four meetings for foster youth district liaisons were held on September 15 and November 3, 2017, and January 19 and March 2, 2018, and one additional meeting is anticipated to be held on May 18, 2018.	Foster Youth Services will maintain and incorporate a satisfaction survey to measure increased communication and coordination of services.	Foster Youth Services will maintain and incorporate a satisfaction survey to measure increased communication and coordination of services.

Action B.5-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth	All Students	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Complete one Education 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). This EPR is shared with county case carrying social worker/probation officer to be included in reports to the court.</p>	<p>Complete one Education Progress Report (EPR) for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County schools. This EPR is shared with county case carrying social worker/probation officer to be included in reports to the court. The Education Summary Report from the Orange County Integrated Foster Youth Education Database (OCIFYED) will be piloted in 2018-19 to potentially replace the EPR.</p>	<p>Complete one Education Progress Report (EPR) or Education Summary Report (ESR) for 85% of Orange County dependents and delinquent foster youth in out-of-home care attending Orange County schools. This EPR/ESR is shared with county case carrying social worker/probation officer to be included in reports to the court.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	Foster Youth Services Coordinating Program Grant	Foster Youth Services Coordinating Program Grant	Foster Youth Services Coordinating Program Grant
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999

Action B.5-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

All Students

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Complete development of the Orange County Integrated Foster Youth Education Database (OCIFYED) and train stakeholders on how to utilize it for foster youth. The database is anticipated to be launched by the end of May or June 2018. The database will be used to increase coordination of services for foster youth and track data/outcomes to be used for program planning by local school districts.

Begin implementation of the OCIFYED database throughout Orange County schools to increase coordination of services for foster youth and track data/outcomes to be used for program planning by the school districts in order to improve academic outcomes for foster youth.

Full implementation of the OCIFYED database throughout Orange County schools to increase coordination of services for foster youth and track data/outcomes to be used for program planning by the school districts in order to improve academic outcomes for foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Cost was in the 2015-16 LCAP)	No Cost (Cost was in the 2015-16 LCAP)	No Cost (Cost was in the 2015-16 LCAP)
Source	LCFF funds used in 2015-16	LCFF funds used in 2015-16	LCFF funds used in 2015-16
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

Action B.5-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

All Students

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Continue to maintain funding for Foster Youth Educational Liaison and Coordinator to serve as a Foster Youth District Liaison, and 20% of Manager of Foster Youth Services for ACCESS foster youth students, to systematically monitor and improve foster youth academic outcomes.

Continue to maintain funding for Foster Youth Educational Liaison and Coordinator to serve as a Foster Youth District Liaison, and 20% of Manager of Foster Youth Services for ACCESS foster youth students, to systematically monitor and improve foster youth academic outcomes.

Continue to maintain funding for Foster Youth Educational Liaison and Coordinator to serve as a Foster Youth District Liaison, and 20% of Manager of Foster Youth Services for ACCESS foster youth students, to systematically monitor and improve foster youth academic outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$280,585	\$290,984 (Cost Included in C.3-1)	\$295,293
Source	LCFF	LCFF	LCFF
Budget Reference	\$138,022: Certificated Salaries, 1000-1999 \$68,492: Classified Salaries, 2000-2999 \$74,071: Employee Benefits, 3000-3999	\$139,585: Certificated Salaries, 1000-1999 \$71,563: Classified Salaries, 2000-2999 \$79,836: Employee Benefits, 3000-3999	\$139,585: Certificated Salaries, 1000-1999 \$71,563: Classified Salaries, 2000-2999 \$84,145: Employee Benefits, 3000-3999

Action B.5-4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Specific Student Group: Foster Youth

Location(s):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to respond to Juvenile Court requests in a timely manner and support the coordination of communication and educational services for foster youth between the court, schools, and child welfare or probation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	LCFF		
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999		

Action B.5-5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide three “Train the Trainer” for the Trauma Informed Educator video series for ACCESS staff and school districts to develop trauma informed practices along with individualized consultation services.

Provide Trauma Informed Educator training to selected ACCESS staff. Staff will continue to be trained to implement practices to support the social-emotional needs of foster youth throughout the ACCESS Program.

Provide Trauma Informed Educator training to ACCESS staff not selected in prior year. Staff will continue to be trained to implement practices to support the social-emotional needs of foster youth throughout the ACCESS Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,000	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	LCFF	LCFF	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999

Action B.5-6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth	Schoolwide	Specific Schools: ACCESS-wide
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Provide funding to support the Every Student Succeeds Act transportation requirement for foster youth in order to maintain appropriate school placement.

Continue funding to support the Every Student Succeeds Act transportation requirement for foster youth in order to maintain appropriate school placement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$10,000	
Source	LCFF	LCFF	
Budget Reference	\$5,000: Books & Supplies, 4000-4999 (Bus Passes) \$15,000: Services/Other Operating Expenses, 5000-5999 (Transportation)	\$5,000: Books & Supplies, 4000-4999 (Bus Passes) \$5,000: Services/Other Operating Expenses, 5000-5999 (Transportation)	

Action B.5-7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Continue to coordinate with ACCESS staff and foster youth stakeholders to create and implement Educational Plans to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 70% completion rate.</p>	<p>Continue to coordinate with ACCESS staff and foster youth stakeholders to create and implement Educational Plans to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 70% completion rate. The Education Summary Report, which will be generated by the integrated database, will be piloted in the 2018-2019 school year.</p>	<p>Collaborate with ACCESS staff to utilize Education Summary Reports generated by the integrated database to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 75% completion rate.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal C.1

Students will increase competencies that prepare them for success in college, career, and life.

Goal C.1: 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

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.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Participation Rate (Statewide assessment data is not a reliable indicator based on the high mobility)	Community Schools: 33.5% Juvenile Court Schools: 57.5% OCCS CHEP/PCHS: 53%	Community Schools: 74% Juvenile Court Schools: 66% OCCS CHEP/PCHS: 58%	Community Schools: 76% Juvenile Court Schools: 68% OCCS CHEP/PCHS: 60%	Community Schools: 78% Juvenile Court Schools: 70% OCCS CHEP/PCHS: 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
rate and lack of motivation of our students. AP exams and EAP tests are not provided.)				
CELDT Data / English Language Proficiency Assessments for California (ELPAC).	62% of EL students advanced one level on CELDT.	ELPAC annual testing begins in spring 2018; new baseline to be determined upon receipt of ELPAC test results.	Increase by 1% from the baseline established from the 2017-18 data.	Increase by 1% from the prior year's percentage.
Reclassification Rate for EL Students.	6.1% (based upon CELDT scores).	No students were reclassified due to no ELPAC test results being available during 2017-18.	Establish new baseline as determined by 2017-18 ELPAC results.	Increase by 1% from new baseline.
Graduation Rate for Students with 160 credits by June 2017.	84.76% (2015-16)	Increase by .25% from prior year. 85.12% (2016-17) - the graduation rate increased by .35%.	Increase by .25% from prior year.	Increase by .25% from prior year.
HQT Status of Teachers	95%	ESSA has eliminated the HQT status requirement; no data reported for 2017-18.	This metric will be updated based on the new requirement from the CDE.	New baseline to be established.
All students have access to the required subjects for graduation and a broad course of study, including CTE, ROP, and various electives that are career and interest specific.	100%	Maintain	Maintain	Maintain

Action C.1-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.

Continue to provide refresher trainings for instructional staff regarding the newly adopted curriculum to support the improved implementation of California State Standards and 21st Century skills.

Provide professional growth opportunities for staff to attend conferences and trainings to further support students in the acquisition of 21st Century skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,424	\$20,000	
Source	LCFF, Educator Effectiveness Grant, Flex Grant (1813)	LCFF	
Budget Reference	LCFF: \$242 Educator Effectiveness Grant: \$1,377 Flex Grant Funds (1813): \$6,805 (Services/Other Operating Expenses, 5000-5999)	Services/Other Operating Expenses, 5000-5999	

Action C.1-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in duties provided by Human Resources).		
Source	NA		
Budget Reference	NA		

Action C.1-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

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), Math, and Science for ACCESS. Provide techniques for using technology in the classroom. Continue to create and share hands-on learning activities for Special Education Division teachers.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on student projects, real-world applications, and student demonstration of learning in the curricular areas of Social Science, English Language Arts (ELA), Math, and Science for ACCESS. Provide techniques and strategies to more effectively use technology in the classroom.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,596 (Cost included in Goal C.3-1)	\$2,500	
Source	LCFF and Special Education Division Funds	LCFF	

Year	2017-18	2018-19	2019-20
Budget Reference	\$1,356: ACCESS Sub. Teacher Costs \$4,304: Special Education Division Sub. Teacher Costs (Certificated Salaries: 1000-1999) \$240: ACCESS Employee Benefits \$696: Special Education Division Employee Benefits (Employee Benefits: 3000-3999)	Services/Other Operating Expenses, 5000-5999	

Action C.1-4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue offering tutoring for identified students.	Continue offering tutoring for identified students.	Continue offering tutoring for identified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$143,651	\$215,904	\$216,175
Source	LCFF and Title I Funds	LCFF and Title I Funds	LCFF and Title I Funds
Budget Reference	LCFF: \$44,981 (Classified Salaries, 2000-2999; Employee Benefits, 3000-3999; Costs included in Goal C.3-3) Title I: \$98,671 (Classified Salaries, 2000-2999; Employee Benefits, 3000-3999)	LCFF: \$54,048 \$50,000: Classified Salaries, 2000-2999 \$4,048: Employee Benefits, 3000-3999 (Costs included in Goal C.3-3) Title I: \$161,856 \$150,000: Classified Salaries, 2000-2999 \$11,856: Employee Benefits, 3000-3999	LCFF: \$54,125 \$50,000: Classified Salaries, 2000-2999 \$4,125: Employee Benefits, 3000-3999 (Costs included in Goal C.3-3) Title I: \$162,050 \$150,000: Classified Salaries, 2000-2999 \$12,050: Employee Benefits, 3000-3999

Action C.1-5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners**Schoolwide****Specific Schools: ACCESS-wide****Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

Continue current ELDA model in AUs 101,103, 104, 110, 114, and 116 to support language acquisition of ELs with Levels 1 and 2. Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide demonstrations and training on the curriculum as needed.

2018-19 Actions/Services

Continue ELDA model to support language acquisition of ELs with Levels 1 and 2 in the Community and Juvenile Court Schools. Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide demonstrations and training on the curriculum as needed.

2019-20 Actions/Services

Continue ELDA model to support language acquisition of ELs with Levels 1 and 2 in the Community and Juvenile Court Schools. Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide demonstrations and training on the curriculum as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$124,061	\$230,811	\$231,261
Source	LCFF and EL Services Budget	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	LCFF: \$123,661 (Classified Salaries, 2000-2999; Employee Benefits, 3000-3999) EL Services Budget: \$400 (Classified Salaries, 2000-2999; Employee Benefits, 3000-3999)	\$210,659: Classified Salaries, 2000-2999 \$20,152: Employee Benefits, 3000-3999	\$210,659: Classified Salaries, 2000-2999 \$20,602: Employee Benefits, 3000-3999

Action C.1-6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

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 identifying the amount of student work required to earn semester credit.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	NA		
Budget Reference	NA		

Action C.1-7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Year	2017-18	2018-19	2019-20
Budget Reference	NA	NA	

Action C.1-8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Schoolwide	Specific Schools: ACCESS-wide
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

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.

Continue to purchase the software license for EADMS. Provide refresher training to certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students. Expand the usage of EADMS to include benchmark assessments to measure academic growth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,279	\$12,565	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

Action C.1-9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Continue training, as needed, for curriculum materials for ELA, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Expand the selected piloted Science materials to additional teachers to reach a consensus on a recommendation of materials for purchase and implementation in 2018-19 school year.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Provide ongoing training and purchase of instructional materials for ELA, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Continue to research NGSS Science materials for piloting in the 2018-19 school year.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Provide ongoing training and purchase of instructional materials for ELA, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Purchase and implement the NGSS Science materials for the 2019-20 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$75,000	\$375,000 (Purchase NGSS Science Curriculum)
Source	LCFF	LCFF	One-Time Funds
Budget Reference	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999

Action C.1-10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand teacher use of TOSA-designed PBL assignments in the classroom with the goal of two PBL assignments per quarter. Continue to provide updated examples on the ACCESS Resource website of PBL assignments that teachers can incorporate into the core content areas.

Expand teacher use of TOSA-designed PBL assignments in the classroom with the goal of two PBL assignments per semester. Continue to provide updated examples on the ACCESS Ed.Tech. Resource website and TOSA-created websites for PBL assignments that teachers can incorporate into the core content areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500 (Materials and supplies for PBL Assignments)	\$1,000 (Materials and supplies for PBL Assignments)	
Source	LCFF	LCFF	
Budget Reference	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999	

Action C.1-11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools: ACCESS-wide
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Continue to provide funding for MakerSpace lab materials and evaluate the effectiveness of the labs in AUs 108 and 114, based upon appropriate utilization and sustainable cost. Expand to one additional AU if deemed successful upon data collection.

Provide funding for MakerSpace lab materials and establish MakerSpace labs at designated school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,385	\$40,000	
Source	LCFF	LCFF	
Budget Reference	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999	

Action C.1-12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Partner with OCDE Instructional Services to provide workshops that incorporate instructional strategies and practices to certificated and classified staff to improve student writing. Continue partnership with UCI to provide professional development, integrated lesson plans, and student writing assignments to support ELA initiatives.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,375	\$24,000	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Costs, 5000-5999	Services/Other Operating Costs, 5000-5999	

Action C.1-13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students.

Continue to create, revise, post, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students. Conduct Title III classroom visits with administrators to monitor and evaluate the effective implementation and practices of ELD materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$2,500	
Source	LCFF and Title III Funds	LCFF	
Budget Reference	\$5,000 (Title III Funds) \$5,000: Books & Supplies, 4000-4999; Supplemental and Concentration Grants \$3,000: Printing Costs, Services/Other Operating Expenses, 5000-5999	Books & Supplies, 4000-4999	

Action C.1-14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD. The EL TOSA will meet with principals to design a staff development plan that addresses the needs of ELs in their respective AU.

Continue to provide staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD. The EL Manager and Program Specialist will meet with principals to design a staff development plan that addresses the needs of ELs in their respective AU.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	No Cost (Included in Staff Duties)	
Source	LCFF	LCFF	
Budget Reference	Books & Supplies, 4000-4999; Supplemental and Concentration Grants	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	

Action C.1-15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research an assessment program to monitor student academic growth.	Purchase iReady, an online assessment program, to assess students upon entry and to monitor academic progress over time.	Continue funding of iReady, an online assessment program, to assess students upon entry and to monitor academic progress over time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	\$81,468	\$81,468
Source	NA	LCFF	LCFF
Budget Reference	NA	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

Action C.1-16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Research hiring a reading specialist and a paraeducator to support students to increase their reading and literacy skills.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Hire a reading specialist and a paraeducator to support students to increase their reading and literacy skills.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue funding a reading specialist and a paraeducator to support students to increase their reading and literacy skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	\$237,746	\$246,183
Source	NA	LCFF	LCFF
Budget Reference	NA	\$100,880: Certificated Salaries, 1000-1999 \$44,815: Classified Salaries, 2000-2999 \$92,051: Employee Benefits, 3000-3999	\$100,880: Certificated Salaries, 1000-1999 \$47,056: Classified Salaries, 2000-2999 \$98,247: Employee Benefits, 3000-3999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal C.2

Students will increase competencies that prepare them for success in college, career, and life.

Goal C.2: Students with special needs will increase competencies that prepare them for success in college, career, and life, evidenced by meeting IEP goals and successfully transitioning into adult programs. Through specialized professional development for certificated and classified staff, trainings are focused on behavioral management, goals, and supports to assist students to become independent and life-ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

Identified Need:

Specialized staff trainings 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, feedback from surveys, successful student transitions, and goals met in the IEP.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of D/HH students transitioning to college, career, or adult transition.	95%	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of staff developments and trainings provided to staff targeting Special Education Division' initiatives of California state standards, ELD standards, behavioral management, and assessments.	27 trainings offered during 2016-17.	Maintain	Maintain	Maintain
The percentage of teachers who are effectively implementing California State Standards instructions through the use of ULS.	This is a new metric added for 2018-19. The baseline percentage is the usage rate for 2017-18 indicated below.	100% effective staff utilization.	Maintain	Maintain
The percentage of overall behavioral annual goals met in the student's IEP.	79% of behavioral goals met.	Increase the percentage by 1% annually. The data as of May 2018, indicates that 63% of overall IEP behavioral goals were met. The target of 80% was not met. The administrative team will strategize methods for increasing the success rate on behavior goals for students.	Increase the percentage by 1% annually.	Increase the percentage by 1% annually.
Percentage of overall IEP goals met at substantial	80%	82% of overall IEP goals were met at substantial progress or better.	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
progress or better.				
Number of students with the most significant disabilities placed in adult programs at age 22.	Establish baseline in 2017-18.	Students are not placed into adult transition programs until the program ends on June 20, 2018. The number of students placed will become the baseline in 2018-19, and will be reported in next year's Annual Update.	New baseline to be established.	Maintain

Action C.2-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
Students with Disabilities

Location(s):
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Duties)		
Source	Special Education Division Funds		
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999		

Action C.2-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
Students with Disabilities

Location(s):
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide annual professional development for certificated and classified staff on California State Standards and California ELD standards implementation for students with the most significant disabilities.

Continue to provide annual professional development for certificated and selected classified staff on California State Standards and California ELD standards implementation for students with the most significant disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	

Action C.2-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
Students with Disabilities

Location(s):
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide specialized training for Special Education Division certificated and classified staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide.

Continue to provide specialized training for Special Education Division certificated and selected classified staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide. Additional trainings will include ideas for hands-on activities to better engage students with disabilities in their learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Cost included in Goal A.2-8)	Cost Included in A.2-7	
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	

Action C.2-4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Students with Disabilities

Location(s):

Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Continue to provide in-service training for BASIC for all new teachers and paraeducators as well as staff recommended for retraining by site administrators.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,851 (\$10,051 included in C.3-1 and C.3-3)		
Source	Special Education Division Funds		
Budget Reference	\$5,418: Certificated Salaries, 1000-1999 \$3,375: Classified Salaries, 2000-2999 \$1,258: Employee Benefits, 3000-3999 \$800: Services/Other Operating Expenses, 5000-5999		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal C.3

Students will increase competencies that prepare them for success in college, career, and life.

Goal C.3: 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access

Identified Need:

Students who are prepared to be college, career, and life ready require highly-qualified staff that provide engaging and effective academic and support services.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of appropriately assigned staff.	100%	Maintain	Maintain	Maintain
HQT Status of Teachers.	95%	ESSA has eliminated the HQT status requirement; no data reported for 2017-18.	This metric will be updated based on the new requirement from the CDE.	New baseline to be established.

Action C.3-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,529,538 (All certificated salaries are included in this total amount and have been noted in the applicable action/service.)	\$42,762,528 (All certificated salaries are included in this total amount and have been noted in the applicable action/service.)	\$45,205,599 (All certificated salaries are included in this total amount and have been noted in the applicable action/service.)
Source	LCFF	LCFF	LCFF
Budget Reference	\$38,633,865: Certificated Salaries, 1000-1999 \$12,895,673: Employee Benefits, 3000-3999	\$30,698,029: Certificated Salaries, 1000-1999 \$12,064,499: Employee Benefits, 3000-3999	\$32,164,002: Certificated Salaries, 1000-1999 \$13,041,597: Employee Benefits, 3000-3999

Action C.3-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to ensure high-quality academic and clinical support services for all students.	Continue to ensure high-quality academic and clinical support services for all students.	Continue to ensure high-quality academic and clinical support services for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,301,293 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.)	\$4,238,210 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.)	\$4,488,124 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.)
Source	LCFF	LCFF	LCFF
Budget Reference	\$3,123,061: Certificated Salaries, 1000-1999 \$1,178,232: Employee Benefits, 3000-3999	\$3,021,907: Certificated Salaries, 1000-1999 \$1,216,303: Employee Benefits, 3000-3999	\$3,173,960: Certificated Salaries, 1000-1999 \$1,314,164: Employee Benefits, 3000-3999

Action C.3-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide classroom and individual instructional support to assist students to achieve academic success.

Continue to provide classroom and individual instructional support to assist students to achieve academic success.

Continue to provide classroom and individual instructional support to assist students to achieve academic success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,023,175 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.)	\$20,036,904 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.)	\$20,979,599 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.)
Source	LCFF	LCFF	LCFF
Budget Reference	\$13,347,734: Classified Salaries, 2000-2999 \$6,675,441, Employee Benefits, 3000-3999	\$13,110,069: Classified Salaries, 2000-2999 \$6,926,835: Employee Benefits, 3000-3999	\$13,548,051: Classified Salaries, 2000-2999 \$7,431,548: Employee Benefits, 3000-3999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal C.4

Students will increase competencies that prepare them for success in college, career, and life.

Goal C.4: Expand Multi-Tiered Systems of Support (MTSS) that address social-emotional needs, behavior interventions, and student support services to respond to the critical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 5-Pupil Engagement; 6-School Climate

Local Priorities: 9-Coordination of Instruction of Expelled Pupils; 10-Coordination of Services for Foster Youth

Identified Need:

Students who are prepared to be college, career, and life ready require effective intervention and support services to address social-emotional and behavioral needs delivered by well-trained staff.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Suspension Rate (Expulsion rates are not included as students are not expelled from our program.)	0.7%	Decrease by .1% The suspension rate as of April 2018 is 8.3% due to better monitor and tracking of data. Re-establish baseline to be 8.3%.	Decrease by .5%	Decrease by .5%
Community School	73%	Increase by 2%	Increase by 1% from the	Increase by 2% from the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate		The current attendance rate for community schools is 71%.	prior year.	prior year.
Number of staff trained in Restorative Practices.	80 staff trained in January 2017.	80 staff trained in August 2017 and 80 staff trained in the Spring of 2018.	Remaining staff will receive training.	New staff will receive training.

Action C.4-1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
All Students

Location(s):
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Continue to evaluate the effectiveness of our outreach and truancy response efforts through ongoing data collection.

The Truancy and Recovery Technician position was vacant for most of the 2016-17 school year. Strategic planning will occur in 2017-18 to develop an effective plan to reduce truancy and improve attendance. Due to reorganization within the division, and pending consolidation of school sites, the strategic plan to more effectively address truancy will be developed in 2018-19.

Due to consolidation of school sites, the strategic plan to more effectively address truancy will be developed in 2018-19.

Implement the best practices for truancy reduction decided upon during the strategic planning during 2018-19.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Position not Filled)	No Cost (Included in Staff Duties)	\$3,000
Source	NA	LCFF	LCFF
Budget Reference	NA	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Services/Other Operating Expenses, 5000-5999

Action C.4-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income**Schoolwide****Specific Schools: ACCESS-wide****Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000		
Source	LCFF		
Budget Reference	Books & Supplies, 4000-4999; Supplemental and Concentration Grants		

Action C.4-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.

Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.

Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$478,442	\$453,523	\$471,577

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	\$321,053: Classified Salaries, 2000-2999 \$157,389: Employee Benefits, 3000-3999	\$310,478: Classified Salaries, 2000-2999 \$143,045: Employee Benefits, 3000-3999	\$315,290: Classified Salaries, 2000-2999 \$156,287: Employee Benefits, 3000-3999

Action C.4-4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Provide funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.

Continue funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.

Continue funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$510,877 (Cost included in C.3-2)	\$479,423 (Cost included in C.3-2)	\$507,111 (Cost included in C.3-2)
Source	LCFF	LCFF	LCFF
Budget Reference	\$368,725: Certificated Salaries, 1000-1999 \$142,152: Employee Benefits, 3000-3999	\$346,113: Certificated Salaries, 1000-1999 \$133,310: Employee Benefits, 3000-3999 (Supplemental and Concentration Grants)	\$363,123: Certificated Salaries, 1000-1999 \$143,988 Employee Benefits, 3000-3999 (Supplemental and Concentration Grants)

Action C.4-5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain ongoing case management of homeless students and families.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$818,736	\$1,028,774	\$1,050,443
Source	Title I Funds: Family Engagement Program Manager salary; seven Family Community Liaison salaries, and one Community Resource Specialist Salary.	Title I Funds: Family Engagement Program Manager salary; eight Family Community Liaison salaries, and one Community Resource Specialist Salary.	Title I Funds: Family Engagement Program Manager salary; eight Family Community Liaison salaries, and one Community Resource Specialist Salary.
Budget Reference	\$548,631: Classified Salaries, 2000-2999 \$270,105: Employee Benefits, 3000-3999	\$685,436: Classified Salaries, 2000-2999 \$343,338: Employee Benefits, 3000-3999	\$690,888: Classified Salaries, 2000-2999 \$359,555: Employee Benefits, 3000-3999

Action C.4-6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learner, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.

Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$38,500

\$50,000

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF and McKinney-Vento Funds	
Budget Reference	Low-Income: \$15,000 (Supplemental and Concentration Grants) Homeless: \$8,500 (McKinney-Vento Funds) Students with Transportation Challenges: \$15,000 (LCFF, Books & Supplies, 4000-4999)	LCFF: \$45,000 McKinney-Vento Funds: \$5,000 (Books & Supplies, 4000-4999)	

Action C.4-7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.

2018-19 Actions/Services

Continue funding for test-taking expenses, including College Level Examination Program (CLEP) and college application fees. Explore additional scholarship opportunities, including assistance with application process.

2019-20 Actions/Services

Continue funding for test-taking expenses, including College Level Examination Program (CLEP) and college application fees. Explore additional scholarship opportunities, including assistance with application process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$10,000	\$10,000
Source	LCFF	LCFF and College & Career Readiness Grant	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999 (Supplemental and Concentration Grants)	LCFF: \$9,640 College & Career Readiness Grant: \$360 (Services/Other Operating Expenses, 5000-5999; Supplemental and Concentration Grants)	Services/Other Operating Expenses, 5000-5999

Action C.4-8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

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. Train ACCESS staff to use 2-1-1 Orange County, an online database of community resources.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

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. Train ACCESS student support staff to use 2-1-1 Orange County, an online database of community resources. Funds to be allocated for identified trainings, up to \$2,000.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funds to be allocated for identified trainings, up to \$5,000.	\$2,000	
Source	LCFF	LCFF	

Year	2017-18	2018-19	2019-20
Budget Reference	Services/Other Operating Expenses, 5000-5999, and Supplemental and Concentration Grants	Services/Other Operating Expenses, 5000-5999 (Supplemental and Concentration Grants)	

Action C.4-9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$122,576 (Cost included in C.3-2)	\$114,414 (Cost included in C.3-2)	\$119,772 (Cost included in C.3-2)
Source	LCFF	LCFF	LCFF
Budget Reference	\$80,604: Certificated Salaries, 1000-1999 \$41,972: Employee Benefits, 3000-3999	\$76,538: Certificated Salaries, 1000-1999 \$37,876: Employee Benefits, 3000-3999 (Supplemental and Concentration Grants)	\$79,600: Certificated Salaries, 1000-1999 \$40,172: Employee Benefits, 3000-3999 (Supplemental and Concentration Grants)

Action C.4-10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools:
ACCESS Community Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Pilot the implementation of a college course, Counseling 100, at Rio Contiguo School through a partnership with Fullerton College. The course Counseling 100 will be offered five times during the 2017-18 school year. The pilot was not implemented during 2017-18 due to the contract with the community college not being finalized.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Finalize the contract with the community college. The Counseling 100 college course will be offered five times during the 2018-19 school year to Community School students.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Evaluate the effectiveness and student participation in the Counseling 100 college course to determine continuation of its offering.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Contract not Finalized)	\$39,181	\$12,000
Source	NA	College & Career Readiness Grant	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	NA	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

Action C.4-11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Continue staff training regarding usage and implementation of the Progressive Intervention Plan as part of the overall MTSS program and communicate the interventions to parents/guardians 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.

Continue staff training regarding usage and implementation of the Progressive Intervention Plan as part of the overall MTSS program. The Plan outcomes are to improve school climate and have a reduction in behavioral referrals. These interventions will include the implementation of positive behavior supports, as well as address alternatives to suspensions with classroom management strategies and restorative practices. 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,200	
Source	LCFF	LCFF	
Budget Reference	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999	

Action C.4-12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Continue to provide Restorative Practices training to additional administrators, teachers, and staff, and support the implementation of Restorative Justice Practices and circles at school sites.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Provide Restorative Practices training in the use of Formal Restorative conferencing. Four trainings will be offered throughout the school year to provide staff who are currently using restorative circles at their school sites. These trainings will provide more in-depth strategies and practices to enhance student success.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue providing Restorative Practices training in the use of Formal Restorative conferencing. Four trainings will be offered throughout the school year to staff not previously trained. These trainings will provide in-depth strategies and practices to enhance student success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

Action C.4-13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Create a specialized program specialist and paraeducator positions to support the work of MTSS to provide coaching and assist with the implementation of a positive behavior program.

Recruit and hire a specialized program specialist and paraeducator to support the work of MTSS to provide coaching and assist with the implementation of a positive behavior program.

Continue funding of the specialized program specialist and paraeducator to support the work of MTSS to provide coaching and assist with the implementation of a positive behavior program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Recruitment in 2018-19)	\$246,639	\$250,957
Source	NA	LCFF	LCFF
Budget Reference	NA	\$108,324: Certificated Salaries, 1000-1999 \$44,815: Classified Salaries, 2000-2999 (Cost Included in C.3-3) \$93,500: Employee Benefits, 3000-3999	\$108,324: Certificated Salaries, 1000-1999 \$47,056: Classified Salaries, 2000-2999 (Cost Included in C.3-3) \$95,577: Employee Benefits, 3000-3999

Action C.4-14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools: ACCESS-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create a gang intervention specialist position to assist the work of MTSS in supporting safe and positive school climate, promoting leadership skills, and minimize gang influence.	Recruit and hire a gang intervention specialist position to assist the work of MTSS in supporting safe and positive school climate, promoting leadership skills, and minimize gang influence.	Continue funding a gang intervention specialist position to assist the work of MTSS in supporting safe and positive school climate, promoting leadership skills, and minimize gang influence.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Recruitment in 2018-19)	\$162,332	\$164,336
Source	NA	LCFF	LCFF
Budget Reference	NA	\$108,324: Certificated Salaries, 1000-1999 \$54,008: Employee Benefits, 3000-3999	\$108,324: Certificated Salaries, 1000-1999 \$56,012: Employee Benefits, 3000-3999

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$10,864,563

21.61%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Please note that the designation of "LEA-wide" refers to all schools in ACCESS, and all schools in the Special Education Division. The "Schoolwide" designation refers to all ACCESS schools or all schools in the Special Education Division. The "ACCESS-wide" designation includes approximately 4,000 students in ACCESS programs, and approximately 500 students in Special Education Division programs. The designation for "All Students," "All Schools," encompasses all foster youth in Orange County schools.

The LCAP goals identified to better serve students, especially our unduplicated students, address the areas of improved access and usage of technology, increased student support services with an emphasis on improving family engagement, and preparing students to be college, career, and life ready. With 69% of the student population meeting the "unduplicated pupil" criteria, the actions and services below clearly target the educational and social-emotional needs of these special populations.

Goal A addresses the effective use of technology for teaching and learning to promote 21st Century skills. The intended outcomes, principally targeted for our unduplicated pupils, are student access to devices, reliable internet, and educational software to support their learning. The improved services include the following actions and services which resulted in improved device-to-student ratio, increased bandwidth and connectivity, expanded educational software and resources, access to online curriculum, and upgraded infrastructure:

A.1-1: Upgrade infrastructure at school sites with expanded bandwidth and connectivity.

A.1-2: Deploy 13 Promethean Boards to support technology use in the classroom.

A.2-3: Expand the usage of GradPoint online curriculum to provide unduplicated students an opportunity to meet A-G requirements.

A.2-4: Expand the usage of the Educational Technology website to add additional resources targeting the needs of unduplicated pupils.

A.2-5: Continue to purchase license for educational software to support 21st Century learning, thereby providing improved quality of resources.

A.2-7: Continue the use of ULS, News 2 You, SANDI, and ST Math to support learning for Special Education Division students.

Goal B addresses increased family and stakeholder engagement with the end result of improving student achievement. The intended outcomes, principally targeted for our unduplicated pupils, are increased family engagement, expanded learning through co-curricular activities, and greater opportunities to explore learning outside the classroom through field trips, college tours, and career planning. By providing safe and well-maintained environments, students are better able to engage in learning with fewer distractions. Through coordinated services for foster youth, the educational needs of students in out-of-home care are closely monitored and supported.

Through increased parent involvement and improved parent communication, parents/guardians are more informed, have a better connection to the school, and provide greater support for their child to ensure academic success. In order to better support students in their post-secondary opportunities, an increased number of college tours, co-curricular activities, and CTE courses have improved student post-secondary success. Maintaining a safe environment for students and staff creates a positive school climate. To further this goal, enhanced school site safety measures are being addressed. The coordination of foster youth services are enriched through the implementation of an Integrated Foster Youth Education Database, tracking of academic outcomes, providing trauma-informed educator trainings, and transportation services. The improved services for unduplicated pupils include the following actions and services:

B.1-1: Increase utilization of School Messenger to improve communications for parents/guardians to be better involved in their child's education.

B.1-2: Conduct annual parent survey to assess the effectiveness of parent events/trainings to further involve parents in the educational process.

B.1-3: Conduct parent/guardian information events, including interpretation services, to engage families in their child's education.

B.1-4: Continue parent/guardian utilization of Aeries.Net to provide increased involvement through access to their child's educational information.

B.1-6: Continue to initiate parent contact at least 30 days prior to annual IEPs for Special Education Division students.

B.2-1: Fund a Grant Program Support Assistant to research and apply for grants addressing health, counseling, and life skills.

B.2-2: Maintain co-curricular funds to support student learning and engagement by providing learning opportunities outside the classroom.

B.2-3: Recruit and hire a Program Specialist to coordinate the CTE program to expand career pathways and vocational learning.

B.2-4: Continue to fund short-term CTE staff to expand CTE courses to provide the opportunity for increased student participation.

B.2-5: Continue funding Pure Game, a physical education/character development program, to provide mentoring and leadership opportunities.

B.2-6: Continue hosting Career Success Week events, including Career Success Week Junior (for middle-school students), to provide job readiness skills and personal finance management.

B.2-7: Continue to increase partnerships with community colleges by providing college tours for students to experience real-time college life.

B.2-8: Continue to expand partnerships with community organizations to assist with providing basic school supplies to equip students for learning.

B.2-11: Continue to explore adult day program options for students with the most significant disabilities.

B.3-4: Enhance school site safety by equipping school sites and regional offices with cameras, walkie-talkies, metal detectors, and hiring School Safety Personnel.

B.5-2: Begin implementation of the Orange County Integrated Foster Youth Education Database to increase coordination of services for foster youth.

B.5-3: Maintain funding for Foster Youth Manager, Educational Liaison, and Coordinator to monitor and improve Foster Youth academic outcomes.

B.5-4: Communication and coordination with Juvenile Court for educational services of foster youth.

B.5-5: Provide Trauma-Informed Educator trainings to ACCESS staff.

B.5-6: Provide funding to support transportation of foster youth to maintain appropriate school placement and ensure school stability.

B.5-7: Coordinate and implement Educational Plans to ensure foster youth have access to rigorous curriculum and assist students in post-secondary transition.

Goal C addresses the need for students to be prepared for success in college, career, and life. The intended outcomes, principally targeted for our unduplicated pupils, are academic support via tutors and ELDAs, creative learning spaces, improved literacy skills, access to standards-aligned curriculum, availability of school counselors, school nurses and clinicians, assistance with transportation needs, and improved behavior intervention strategies.

Through professional development of staff, implementation of California State Standards and California ELD Standards, purchase of quality standards-aligned curriculum and resources, and providing student support services that address the critical academic and social-emotional needs of students, students are becoming ready for post-secondary options. Students enter our program with gaps in their learning, with social-emotional deficits, and the need for multiple tiers of support. To improve preparation of unduplicated pupils for college, career, and life success, the following support systems are in place: staff trainings, tutoring, data management systems to better track English Learner performance, an online assessment program to monitor academic progress, addition of a reading specialist, increased clinical and school counselor support, the addition of a program specialist to support positive behavior, and provision of bus passes. All of these supports assist students in completing high school and being better prepared for college, career, and life. The identified actions and services below are targeting the support services, resources, and staff to improve and increase the services for unduplicated pupils. These actions and services include the following:

C.1-1: Continue to conduct trainings for staff regarding newly adopted curriculum to support implementation of California State Standards.

C.1-3: Provide staff workshops and meetings that focus on student projects and real-world applications that demonstrate student learning in the core subjects.

C.1-4: Continue to offer tutoring for identified students to close the learning gaps and deficiencies that students have in their education.

C.1-5: Continue providing English Language Development Assistants to support the language acquisition of EL students.

C.1-8: Continue to purchase the EADMS software license for staff to track EL academic data to better target academic needs.

C.1-9: Continue implementation of curriculum materials for ELA, Social Science, and Math. Pilot Science materials aligned to NGSS.

C.1-11: Continue funding MakerSpace labs and materials to engage students in collaboration, design, and creativity.

C.1-13: Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources to support EL student learning.

C.1-15: Purchase iReady, an online assessment program, to assess and monitor student academic progress.

C.1-16: Hire a reading specialist and paraeducator to support students in their reading and literacy skills.

C.2-3: Continue to provide specialized training for Special Education Division staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide.

C.3-1: Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools for college, career, and life readiness.

- C.3-2: Continue ensuring high-quality academic and clinical support services to address the critical academic and social-emotional needs of students.
- C.3-3: Continue providing classroom and individual instructional support to address the gaps in student learning in order to increase academic success.
- C.4-2: Continue to offer low-income students basic school supplies to equip students for learning.
- C.4-3: Maintain funding for four ACCESS Community School Clinicians to provide necessary social-emotional support and services.
- C.4-4: Provide funding for four College and Career Counselors to guide student learning and to develop individual post-secondary college/career plans.
- C.4-5: Maintain ongoing case management of homeless students and families to provide resources and opportunities that address their well-being, and provide support to this low-income population.
- C.4-6: Continue to provide bus passes for low-income, homeless, and students with transportation challenges to ensure attendance and school stability.
- C.4-7: Continue funding expenses for college application fees, entrance tests, testing fees, and scholarship opportunities to promote post-secondary education.
- C.4-9: Maintain funding for an ACCESS Community School Nurse to monitor the health needs of students and to provide necessary health supports.
- C.4-11: Continue staff training regarding usage and implementation of the Progressive Intervention Plan as part of the overall MTSS program.
- C.4-12: Provide four Restorative Justice Practices trainings in the use of Formal Restorative conferencing.
- C.4-13: Recruit and hire a specialized program specialist and paraeducator to support the work of MTSS, to provide coaching, and assist in the implementation of a positive behavior program.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$11,940,528

20.84%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The LCAP goals identified to better serve students, especially our unduplicated students, address the areas of improved access and usage of technology, increased student support services with an emphasis on improving family engagement, and preparing students to be college, career, and life ready. With the percentage of 63% that meet the “unduplicated pupil” criteria, the actions and services below clearly target the educational and social-emotional needs of these special populations.

Goal A addresses the effective use of technology for teaching and learning to promote 21st Century skills. The improved services for unduplicated pupils include the following actions and services:

A.1-1: Improve bandwidth infrastructure upgrades, firewalls, and security endpoints for increased quality of connectivity and cyber safety.

A.1-2: Purchase of Chromebooks and wireless hotspots for student check-out to provide online access to curriculum at home.

A.2-3: Expand the usage of GradPoint online curriculum to provide unduplicated students an opportunity to meet A-G requirements.

A.2-5: Continue to purchase licenses for educational software programs to support 21st Century learning, thereby providing improved quality of resources.

With our unduplicated pupils having limited access to technology, the above actions and services provided an increased number of computers and an improved infrastructure for students. These actions and services improved the 21st Century skills for students.

Goal B addresses increased family and stakeholder engagement with the end result of improving student achievement. The improved services for unduplicated pupils include the following actions and services:

- B.1-1: Increase utilization of School Messenger to improve communications so that parents/guardians are better informed and involved in their child's education.
- B.1-2: Conduct annual parent survey to assess the overall effectiveness of parent events and trainings to further involve parents in the educational process.
- B.1-3: Conduct parent/guardian information events, including interpretation services, to engage families in their child's education.
- B.1-4: Continue parent/guardian utilization of Aeries.Net to provide increased involvement through access to their child's educational information.
- B.2-1: Fund a Grant Program Support Assistant to research and apply for grants targeting services and resources addressing health, counseling, and life skills.
- B.2-2: Maintain a co-curricular activities fund to support student learning and engagement by providing learning opportunities outside the classroom.
- B.2-3: Continue to provide funding for a Program Specialist to coordinate career technical education to expand career pathways and vocational learning.
- B.2-4: Continue to fund short-term CTE staff to expand CTE courses to provide the opportunity for increased student participation.
- B.2-5: Continue to fund Pure Game, a physical education/character development program, to provide mentoring and leadership opportunities to students.
- B.2-6: Continue to host three Career Success Week events to provide job readiness skills and personal finance management.
- B.2-7: Continue to increase partnerships with community colleges by providing college tours for students to experience real-time college life.
- B.2-8: Continue to expand partnerships with community organizations to assist with providing basic school supplies to equip students for learning.
- B.5-3: Maintain funding for Foster Youth Manager, Educational Liaison, and Coordinator to monitor and improve Foster Youth academic outcomes.
- B.5-5: Provide a "Train the Trainer" for Trauma-Informed Educator Series so that staff are better informed and prepared to serve students.
- B.5-6: Provide funding to support transportation of foster youth to maintain appropriate school placement and ensure school stability.

Through increased parent involvement and improved parent communication, parents/guardians are more informed, have an increased connection to the school, and provide support for their child to ensure academic success. In order to better support students in their post-secondary opportunities, college tours, co-curricular activities, and CTE courses have improved and increased student post-secondary success.

Goal C addresses the need for students to be prepared for success in college, career, and life through professional development of staff, implementation of California State Standards and California ELD Standards, purchase of quality standards-aligned curriculum, and providing student support services that address the critical academic and social-emotional needs of students. The improved services for unduplicated pupils include the following actions and services:

- C.1-1: Continue to conduct trainings for staff regarding California State Standards to improve the rigor of instruction for students.
- C.1-3: Continue to provide professional development opportunities focused on PBL assignments to enhance student engagement in their learning.
- C.1-4: Continue to offer tutoring for identified students to close the learning gaps and deficiencies that students have in their education.
- C.1-5: Continue providing English Language Development Assistants to support the language acquisition of EL students.
- C.1-8: Continue to purchase the EADMS software license for staff to track EL academic data to better target academic needs.
- C.1-9: Continue implementation of curriculum materials for ELA, Social Science, Math, and Science to ensure preparation for college and career.

- C.1-11: Continue funding MakerSpace labs and materials to engage students in collaboration, design, and creativity.
- C.1-13: Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources to support EL student learning.
- C.3-1: Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools for college, career, and life readiness.
- C.3-2: Continue ensuring high-quality academic and clinical support services to address the critical academic and social-emotional needs of students.
- C.3-3: Continue providing classroom and individual instructional support to address the gaps in student learning in order to increase academic success.
- C.4-3: Maintain funding for four ACCESS Community School Clinicians to provide necessary social-emotional support and services.
- C.4-4: Provide funding for four College and Career Counselors to guide student learning and to develop individual post-secondary college/career plans.
- C.4-6: Continue to provide bus passes for low-income, homeless, and students with transportation challenges to ensure attendance and school stability.
- C.4-7: Continue to offer low-income students basic school supplies to equip students for learning.
- C.4-8: Continue funding expenses for college application fees, entrance tests, and scholarship opportunities to promote post-secondary education.
- C.4-10: Maintain funding for an ACCESS Community School Nurse to monitor the health needs of students and to provide necessary health supports.
- C.5-2: Continue training and implementing Restorative Justice practices at school sites to more effectively improve student behavior and accountability.

To better prepare unduplicated pupils' college, career, and life success, staff trainings, tutoring for students, data management systems to better track English Learner performance, increased clinical and school counselor support, and provision of bus passes have all aided in students being better prepared for college, career, and life. These are all services that have been improved and increased as a result of this goal in the LCAP.

Appendices

Appendix A: LCAP Acronyms and Abbreviations

Appendix B: Stakeholders and Community Partners

Appendix C: Ethnic Demographic Breakdown

Appendix D: Orange County School Employees Association Letter of Support

Appendix E: 2018-2019 Summary of LCAP Identified Areas for Increased or Improved Services for Students

Appendix F: Facility Inspection Tool – ACCESS Community School Sites

Appendix G: LCAP Survey Results

- ACCESS Parents
- ACCESS Students
- ACCESS Instructional Staff
- ACCESS Non-Instructional Staff
- Special Education Division Parents
- Special Education Division Students

**LOCAL CONTROL ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS**

ACCESS	Alternative, Community and Correctional Education Schools and Services
ACE	ACCESS Character Education
ALEKS	Assessment and LEarning in Knowledge Spaces
AU	Administrative Unit
BASIC	Behavior Analysis for Successfully Initiating Change
CAASPP	California Assessment of Student Performance and Progress
CABE	California Association for Bilingual Education
CALPADS	California Longitudinal Pupil Achievement Data System
CDE	California Department of Education
CDS Code	County-District-School Code
CELDT	California English Language Development Test
CHEP/PCHS	Community Home Education Program/Pacific Coast High School
CISC	Curriculum and Instruction Steering Committee
CLEP	College Level Examination Program
CM	Constructing Meaning
COE	County Office of Education
CSEA	California School Employees Association
CTE	Career Technical Education
CTEIG	Career Technical Education Incentive Grant
CWA	Child Welfare and Attendance
D/HH	Deaf/Hard of Hearing
EADMS	Educator's Assessment Data Management System
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELDA	English Language Development Assistant
ELPAC	English Language Proficiency Assessments for California
ESR	Education Summary Report
EPR	Educational Progress Report
ESSA	Every Student Succeeds Act
FAST	Formative Assessment Standards Tasks
FIT	Facility Inspection Tool
FYSP	Foster Youth Services Plan
GB	Gigabyte
GPAC	General Parent Advisory Committee
HQT	Highly Qualified Teacher
IEP	Individual Education Plan
KB	Kilobyte
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
MB	Megabyte
MELD	Monthly English Language Development
MTSS	Multi-Tiered System of Supports
NA	Not Applicable
NGSS	Next Generation Science Standards

**LOCAL CONTROL ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS**

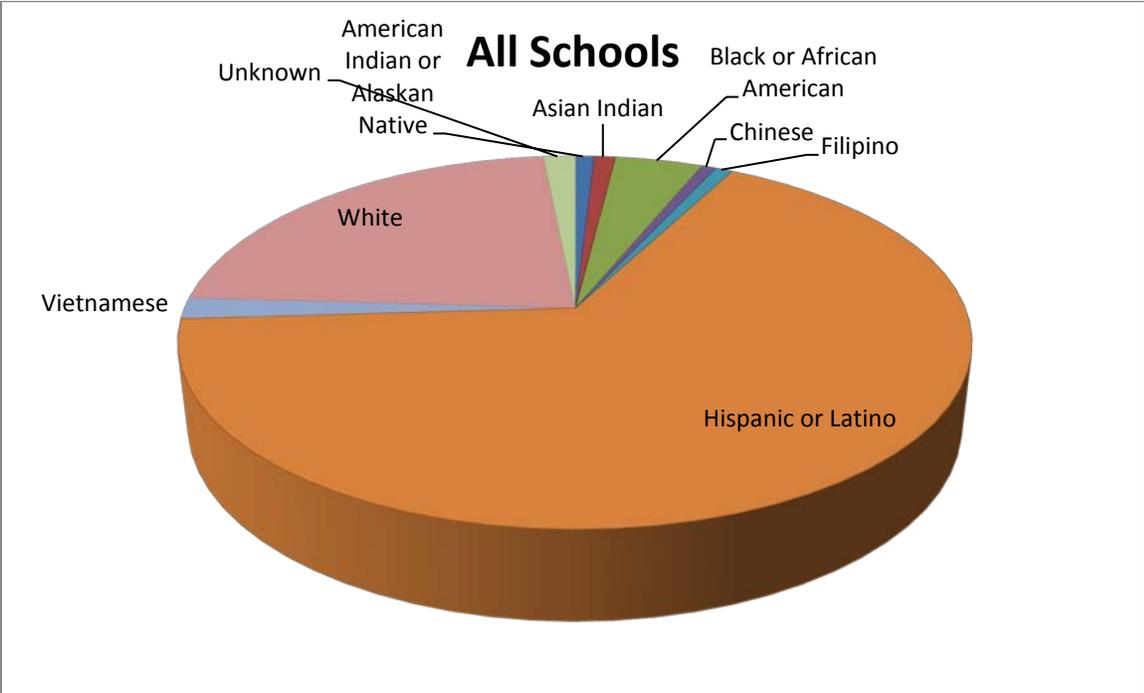
OCCP	Orange County Children's Partnership
OCDE	Orange County Department of Education
OCIFYED	Orange County Integrated Foster Youth Education Database
OCSEA	Orange County Schools Educators Association
PBL	Project-Based Learning
RELL	Regional English Learner Liaison
R-FEP	Redesignated-Fluent English Proficient
ROP	Regional Occupational Program
SANDI	Student Annual Needs Determination Inventory
SARC	School Accountabillity Report Card
SEACO	Special Education Administrators of County Offices
SIT	Student Intervention Team
ST Math	Spatial-Temporal Math
STEM	Science, Technology, Engineering, and Math
TK	Transitional Kindergarten
TOSA	Teacher on Special Assignment
UC	University of California
UCI	University of California - Irvine
UDL	Universal Design for Learning
ULS	Unique Learning System
VDI	Virtual Desktop Infastructure
WASC	Western Association of Schools and Colleges

Stakeholders and Community Partners

The following is a list of stakeholders and community partners that assist in the achievement of the LCAP goals, actions, and services, as well as supporting the needs of the whole child.

211 Orange County	Orange County Children's Partnership
Art and Creativity for Healing	Orange County Health Care Agency
Blue Ribbon Commission of Orange County	Orange County Human Relations
Boys & Girls Club of Anaheim	Orange County Juvenile Court
Boys & Girls Club of Garden Grove	Orange County Probation Department
Boys & Girls Club of Santa Ana	Orange County Social Services Agency
Buena Park Coordinating Council	OCTI-Orange County Transition Initiative
California State University, Fullerton	Orangewood Foundation
Catholic Charities	Padres Unidos
Chapman University	Rancho Santiago Community College District
Coast Community College District	Regional Center of Orange County
Court Appointed Special Advocates for Children, OC	Regional Occupational Centers
Disciplina Positiva	Schools First Credit Union
FaCT Resource Centers	Second Harvest Food Bank
Families Forward	Seegerstrom Center for the Arts
Fullerton College	South Orange County Community College District
Girls, Inc.	Southland Sings
Giving Children Hope	Special Olympics of Orange County
Grand Parents Autism Network	St. Vincent de Paul Society
Human Options	Sunburst Youth Academy Booster Club
Latino Educational Attainment Initiative	TASK-Teams of Advocates for Special Kids
MADD – Mothers Against Drunk Driving	United States National Guard
Mercy House	University California, Irvine
MOMS Orange County	University of Southern California
National Charity League	Vanguard University
North Orange County Community College District	Waymakers
Olive Crest	WIA Youth Program
Orange County Asian Pacific Islander Community Alliance	Working Wardrobes
Orange County Business Council	YES – Youth Employment Service of Anaheim
Orange County District Attorney's Office	YES – Youth Employment Service of Costa Mesa

OCDE STUDENTS Ethnic Demographic Breakdown



Ethnicity	Total	Percentage
American Indian/Alaskan Native	62	1.00
Asian Indian	40	0.64
Black/African American	249	4.00
Chinese	47	0.76
Filipino	51	0.82
Hispanic/Latino	4157	66.84
White	1250	20.10
Unknown	100	1.61
Vietnamese	113	1.82

May 30, 2018

The Orange County School Educators Association (OCSEA) support and appreciate the collaborative process utilized to develop the OCDE LCAP. Our member's 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.

A handwritten signature in black ink that reads "Julie Ames". The signature is written in a cursive style with a large initial "J" and a decorative flourish at the end.

Julie Ames, President

OCSEA

2018-2019 Summary of LCAP Identified Areas for Increased or Improved Services for Students

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
<p><u>Priority 1: Basic Services</u></p> <ul style="list-style-type: none"> • Install new servers and expand bandwidth (A.1-1) • Upgrade technology hardware at school sites (A.1-2) • Expand the implementation of California State Standards-aligned texts and materials (C.1-1) • Maintain funding for clinicians, counselors, and school nurse (C.4-3, C.4-4, and C.4-9) <p><u>Priority 2: Implementation of State Standards</u></p> <ul style="list-style-type: none"> • Continue to meet the federally-defined targets for EL students (Goal C.1 metric) • Increase the number of college and career placements for Deaf and Hard of Hearing (D/HH) students (Goal C.2) • Provide ongoing training of curriculum materials for ELA, Social Science, Science, and Math (C.1-10) • Continue to create, revise, post online, and implement designated ELD using MELD curriculum (C.1-13) <p><u>Priority 7: Course Access</u></p> <ul style="list-style-type: none"> • Continue the implementation of ACCESS-adopted curriculum and California State Standards that incorporate technology (C.1-1) 	<p><u>Priority 4: Pupil Achievement</u></p> <ul style="list-style-type: none"> • Provide on-going professional development (C.1-1) • Increase independence for Special Schools students (Goal C.2) • Continue to meet federal targets for English Learners (Goal C.1 metric) • Increase student attendance in ACCESS Community Schools (Goal C.4) • Increase graduation rates (Goal C.1) • Decrease dropout rates (Goal B.1 metric) • Expand tutoring support (C.1-4) • Maintain English language development support (C.1-5) • Increase the number of college and career placements for D/HH students (Goal C.2 metric) • Expand the use of PBL projects (C.1-10) • Purchase iReady to assess and monitor student progress (C.1-15) <p><u>Priority 8: Other Pupil Outcomes</u></p> <ul style="list-style-type: none"> • Increase staff and student utilization of technology in instruction, learning, and assignments (Goal A.2) 	<p><u>Priority 3: Parent Involvement</u></p> <ul style="list-style-type: none"> • Offer Parent Information Nights in each Community School AU in the fall and spring (B.1-3) • Provide parent training events (B.1-2) • Expand the use of School Messenger System (B.1-1) • Offer translation and interpretation services for parents (B.1-3) • Continue to utilize parent surveys to effect change (B.1-5) • Implement Aeries.net to provide parents with access to student academic information (B.1-4) <p><u>Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> • Increase student attendance in ACCESS Community Schools (Goal C.4) • Decrease dropout rate (Goal B.1 metric) • Increase graduation rate for students with 160 credits by September 1st (Goal C.1) • Expand student participation in co-curricular activities that extend learning into the community (B.2 metric) • Increase access and usage of technology (A.1-2) • Increase student participation in Smarter Balance assessment (Goal C.1)

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
<p><u>Priority 7 (Cont'd)</u></p> <ul style="list-style-type: none"> • Increase student usage of GradPoint Online Learning Solution with options for A-G courses (A.2-3) <p><u>Priority 9: Expelled Youth</u></p> <ul style="list-style-type: none"> • Address and facilitate district-wide discussion of the gaps in the current Countywide Expulsion Plan (B.4-1) • Monitor the Countywide Expulsion Plan (Goal B.4) <p><u>Priority 10: Foster Youth</u></p> <ul style="list-style-type: none"> • Complete 85% of Education Progress Reports (EPR) for Orange County foster youth (B.5-1) • Continue funding Foster Youth Services Manager, Educational Liaison, and Coordinator (B.5-3) • Provide transportation funding in order to maintain appropriate school placements (B.5-6) • Implement Orange County Integrated Foster Youth Education database (B.5-2) 	<p><u>Priority 8 (Cont'd)</u></p> <ul style="list-style-type: none"> • Increase student usage of GradPoint, ULS, News2You, and other online educational software resources (Goal A.2-7) 	<p><u>Priority 5 (Cont'd)</u></p> <ul style="list-style-type: none"> • Maintain staff to research and apply for grants to expand student services (B.2-1) • Design and implement MakerSpace labs (C.1-11) • Fund four college and career counselors (C.4-4) <p><u>Priority 6: School Climate</u></p> <ul style="list-style-type: none"> • Increase the percentage of students that meet the overall behavioral annual goals in their IEPs (Goal C.2) • Continue implementation of the Progressive Intervention Plan that supports MTSS (C.4-11) • Maintain on-going case management of homeless students and families (C.4-5) • Continue to train Special Schools staff trained in BASIC, Assistive Technology, and Augmentative Communication (C.2-4) • Provide Restorative Justice Training (C.4-13)

Facility Inspection Tool – ACCESS Community School Sites

This tool inspects school facilities and determines the repair status using the ratings of good condition, fair condition, or poor condition. The items inspected are as follows:

- Systems (i.e., air conditioning, heating, etc.)
- Interior (i.e., walls, ceiling tiles, flooring)
- Cleanliness
- Electrical
- Restroom / Drinking Fountains
- Safety
- Structural
- External

School Facility Good Repair Status, 2017-18			
<i>Items Inspected</i>	<i>Repair Status</i>	<i>Items Inspected</i>	<i>Repair Status</i>
Systems	Good	Restrooms / Fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Fair	Structural	Good
Electrical	Fair	External	Good
Overall summary of facility conditions			Good
Date of the most recent completion of the Inspection Tool			11/15/2017
Completion date of deficiencies*			12/30/2017

* As of December 30, 2017, all categories have been upgraded to “Good.”

Local Control Accountability Plan

Parent Survey Results

May 2018

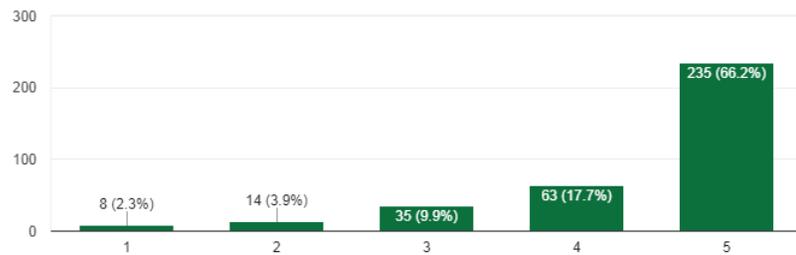
(355 Total Surveys Received)

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:

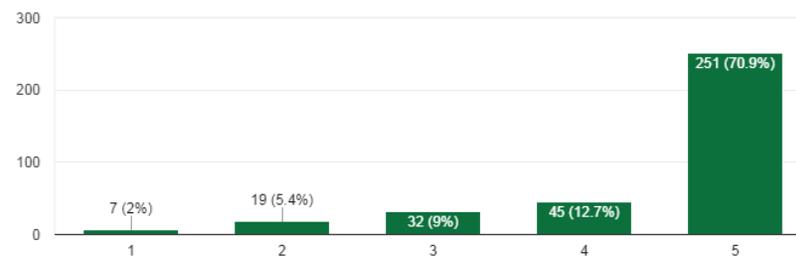
The school climate meets the educational needs of my child.

355 responses



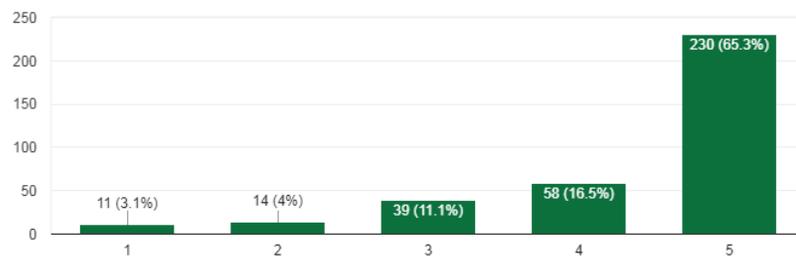
The school is a safe place for my child.

354 responses



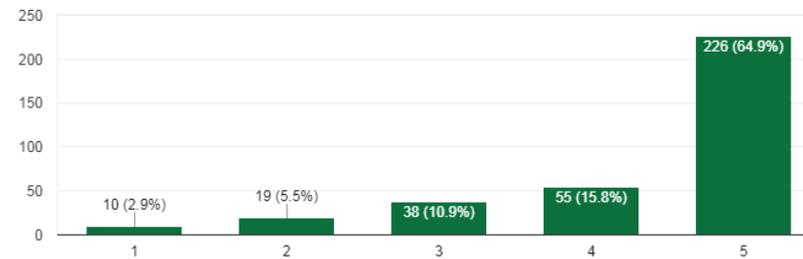
I feel my child is making academic progress.

352 responses



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

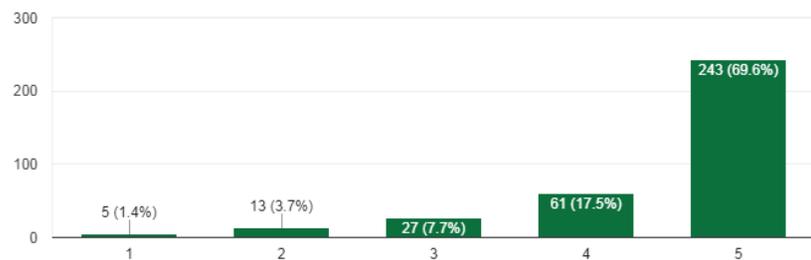
348 responses



1 = Strongly Disagree; 5 = Strongly Agree

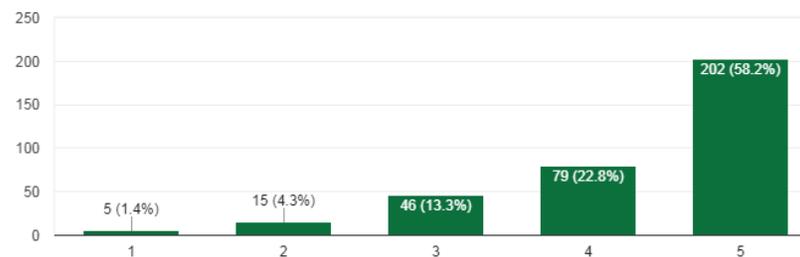
The school climate supports student learning.

349 responses



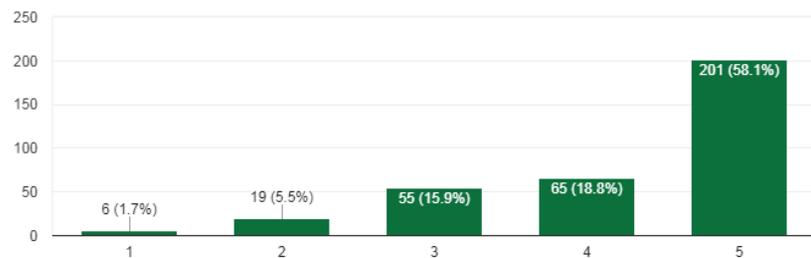
Communication from the school is timely and consistent.

347 responses



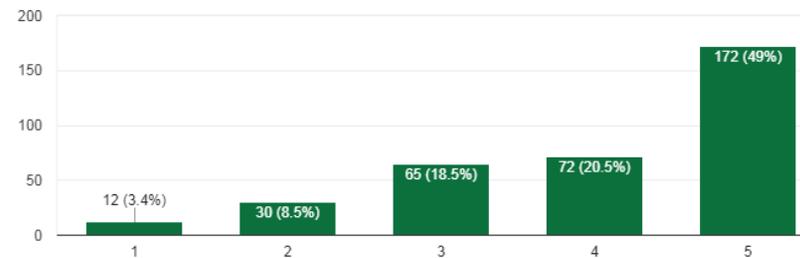
I am informed about how my child is doing at school.

346 responses



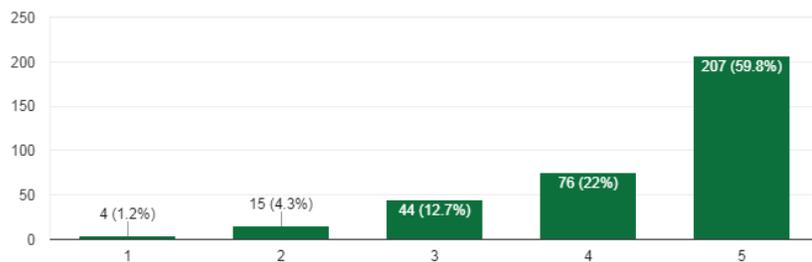
I am aware of opportunities to be involved at school, if interested.

351 responses



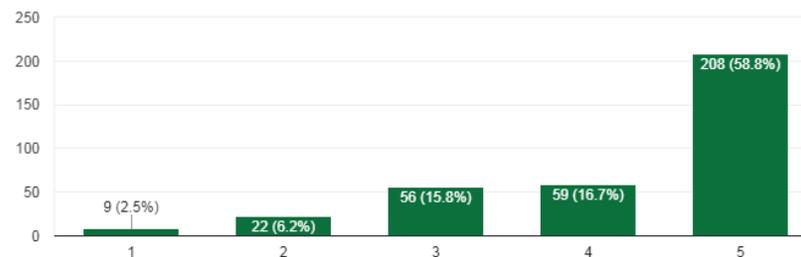
I am in agreement with the priorities of the OCDE school program.

346 responses



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

354 responses



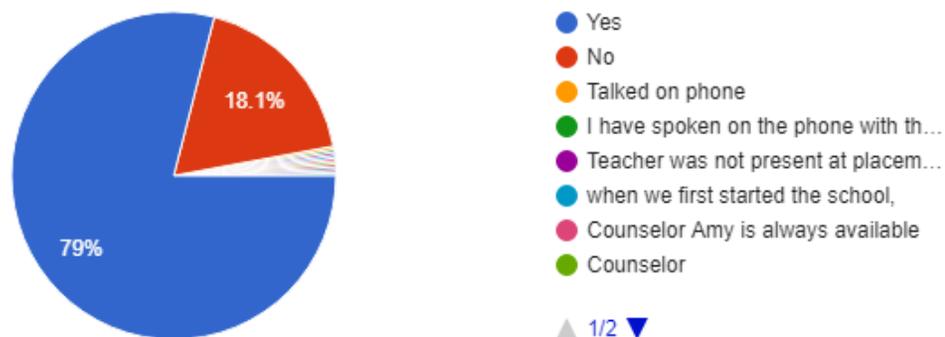
If you marked any item as “Strongly Agree” or “Strongly Disagree,” please share how the school can improve in this area. Below is a sample of comments:

- *“I think the school is doing a great job.”*
- *“More Communication with administration and more homework and structure.”*
- *I appreciate all school staff for meeting my children’s basic and educational needs.”*
- *Need more follow-up with the teacher and new career exposure for teens.”*

Parent Involvement:

I have met with my student's teacher.

348 responses

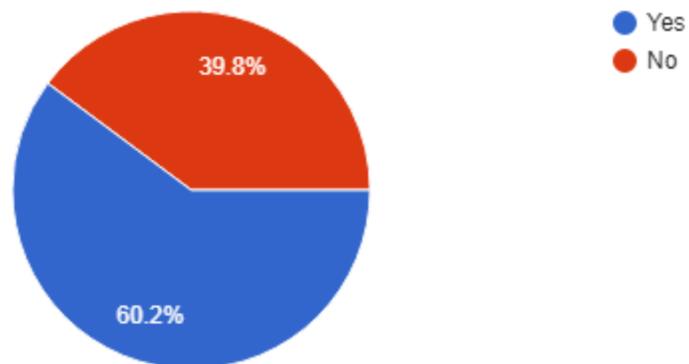


If the answer to the above question is yes, how did you meet?

- *“Open House”*
- *“Santiago Creek’s Parent Night”*
- *“Placement Review”*
- *“Orientation”*

I have been offered parenting classes.

344 responses



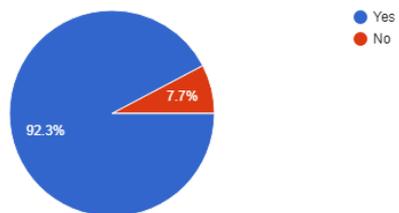
I have attended the following school events:

- *“Santiago Creek’s Parent Night”*
- *“Family Day”*
- *“Open House”*
- *“Parent Night”*
- *“Padres Unidos”*

Technology:

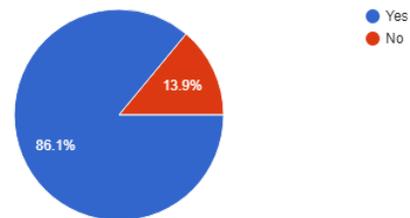
Do you use any type of computer device, like a smart phone, tablet, etc., at home?

351 responses



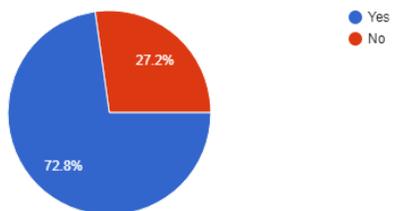
Do you have internet access at home?

352 responses



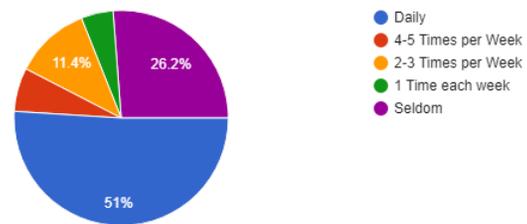
Do you have internet access and computer access at work for communicating with school?

345 responses



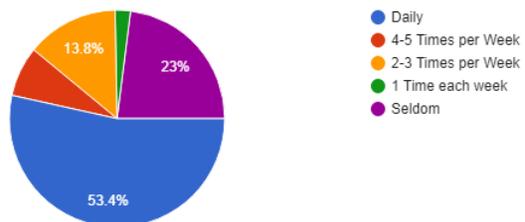
How often do you use a computer at home?

351 responses



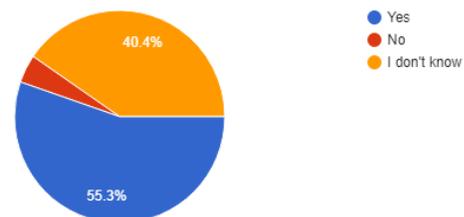
How often does your child use a computer at home or outside of school?

348 responses



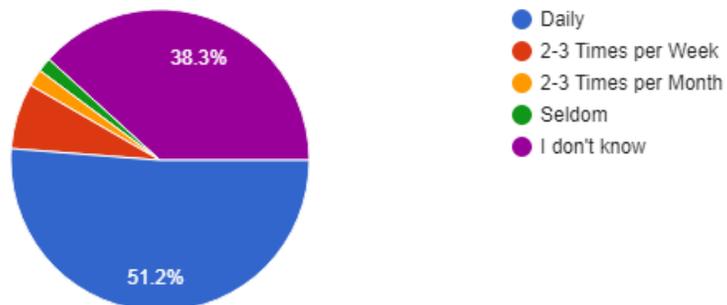
Does your child's teacher use a computer for instruction?

349 responses



If the answer to the above question is yes, how often is technology used?

326 responses

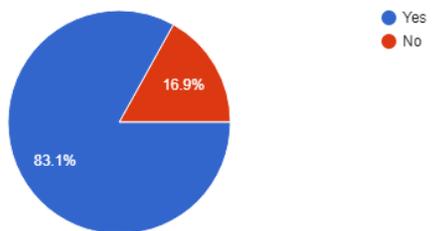


Check all the ways you are aware that your child is using technology at school:

Uses the internet to find information	77%
Uses an educational software	48%
Takes online classes	39%
Completes assignments on the computer	61%
Uses the computer for word processing	39%
Completes assessments on the computer	49%

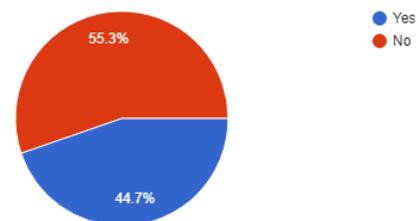
Do you use e-mail?

349 responses



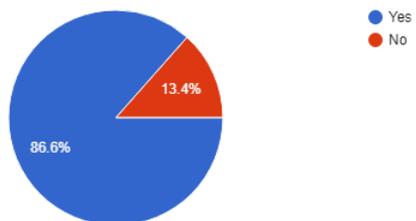
Have you ever communicated with your child's teacher or school using e-mail?

351 responses



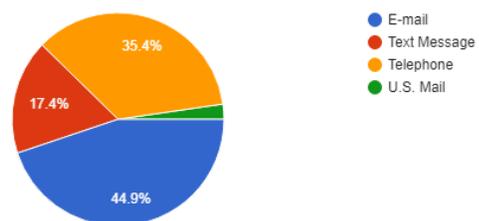
Do you use text messaging?

350 responses



What is the best way to receive communication from school?

350 responses



I use the following social media sites:

Twitter	11%
Instagram	47%
FaceBook	86%
SnapChat	17%

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

Technology	30%
Textbooks	20%
Truancy Assistance	21%
Homework Assistance	44%
Parent Events	30%
Improve School Communication	30%
Substance Abuse Assistance	28%

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

- *“An additional way that the school can help would be to provide substance abuse assistance.”*
- *“An additional way that the school can help is to provide technology, homework assistance, and improved school communication.”*
- *“The school is great program for my kids and family.”*
- *“Thank you for the program. It has been indispensable for my daughter.”*
- *“I would like to have online access to transcripts, classes taken, classes currently taking. This way I can see progress and know what is needed to complete high school requirements.”*

Local Control Accountability Plan

Student Survey Results (Community and Court Schools)

May 2018
(905 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:

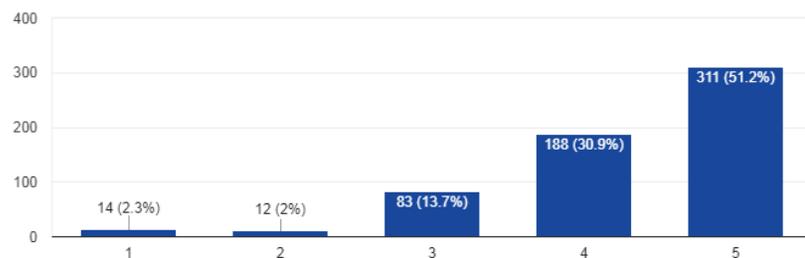
What AU/School Site do you attend:

AU 101	=	42%
AU 103	=	9.4%
AU 104	=	15%
AU 108	=	11%
AU 109	=	7%
AU 110	=	.3%
AU 114	=	11%
AU 116	=	7%

<i>Community Schools</i>	<i>Court Schools</i>
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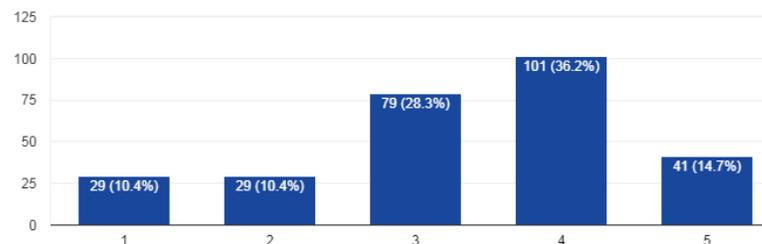
My school provides a good education for students.

608 responses



My school provides a good education for students.

279 responses

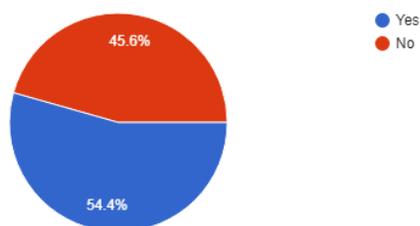


1 = Strongly Disagree; 5 = Strongly Agree

<i>Community Schools</i>	<i>Court Schools</i>
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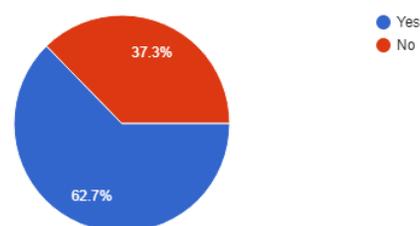
I am an English Learner.

605 responses



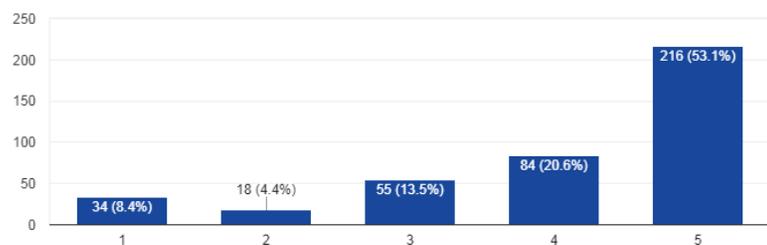
I am an English Learner.

284 responses



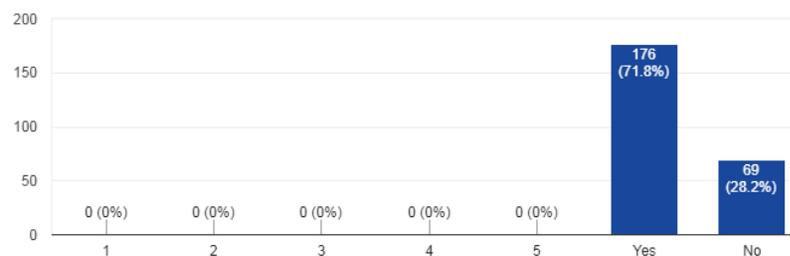
If yes, please respond to the following statement: I am being taught to speak, read, and write in English.

407 responses



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

245 responses



1 = Strongly Disagree; 5 = Strongly Agree

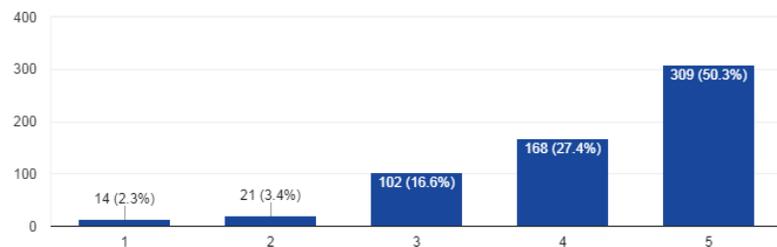
ACCESS Student Survey Results, 905 Responses Received

Community Schools

Court Schools

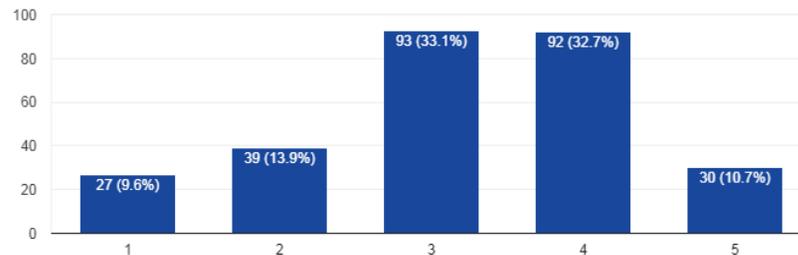
My school prepares students for future college or career paths.

614 responses



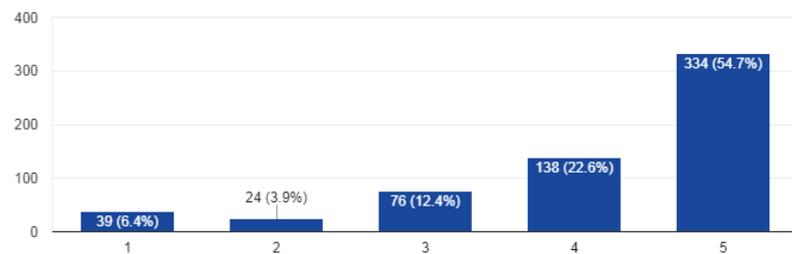
My school prepares students for future college or career paths.

281 responses



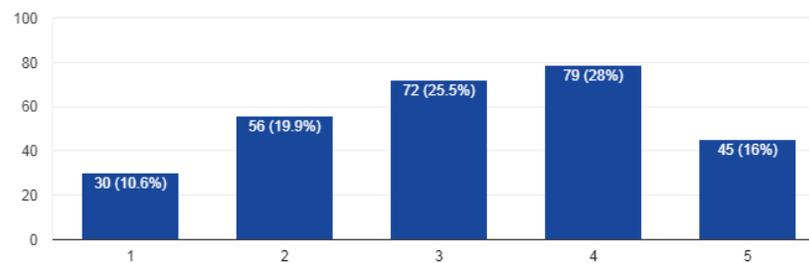
My school contacts my parents/guardian if I am late to school or absent.

611 responses



I am contacted if I am absent from school.

282 responses

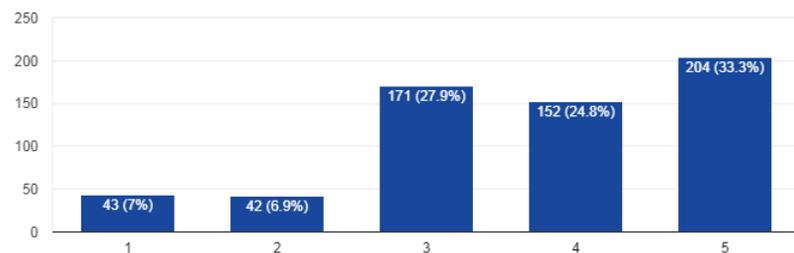


Community Schools

Court Schools

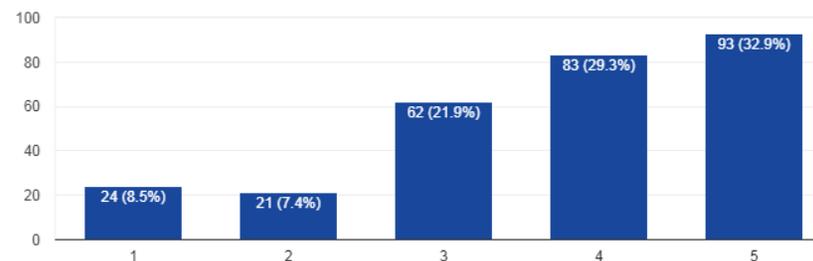
I look forward to coming to school each day.

612 responses



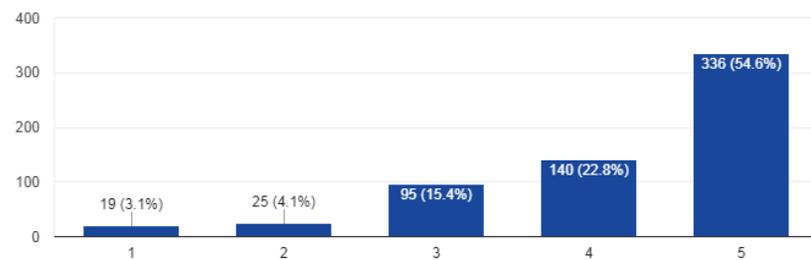
I look forward to coming to school each day.

283 responses



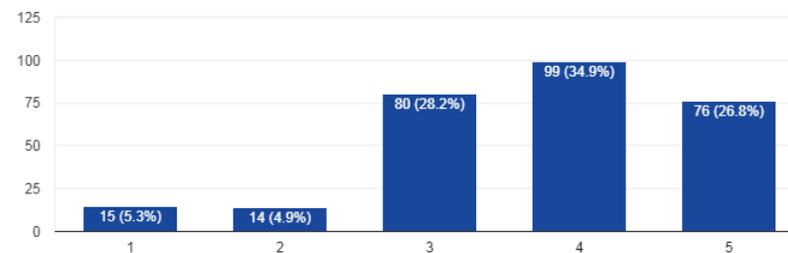
I feel safe at school.

615 responses



I feel safe at school.

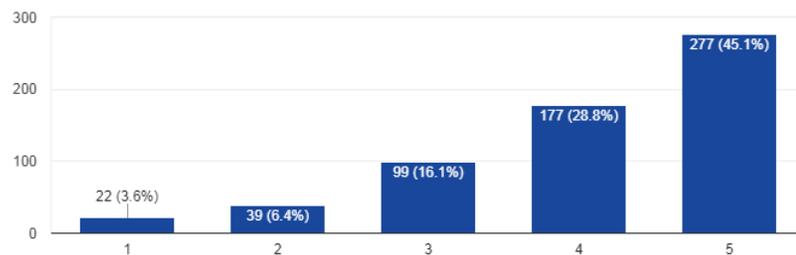
284 responses



<i>Community Schools</i>	<i>Court Schools</i>
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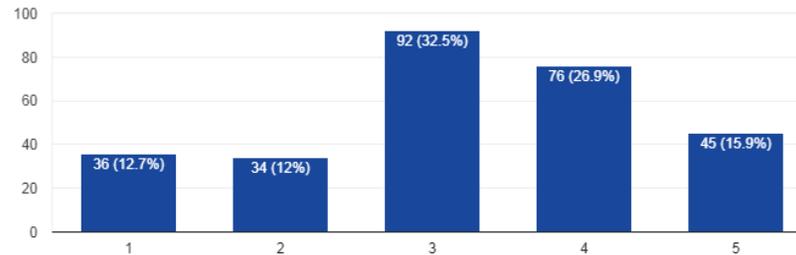
My school works with my parents/guardian to help me to be my best in school.

614 responses



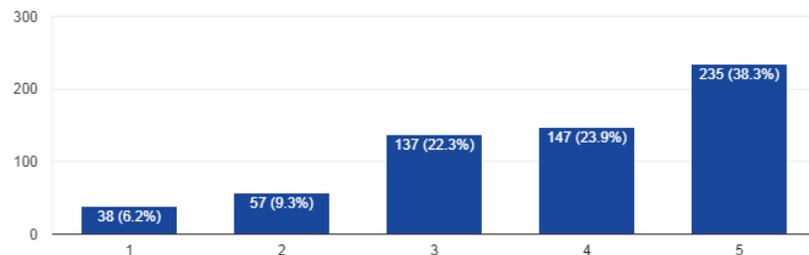
My school works with Probation Staff to help me to be my best in school.

283 responses



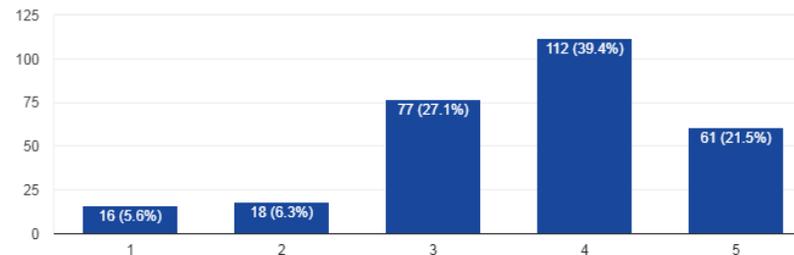
My teacher calls or writes my parents/guardian regarding my progress.

614 responses



My teacher provides me with my school progress.

284 responses

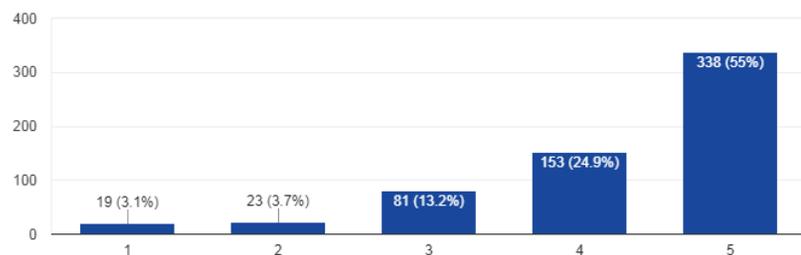


Community Schools

Court Schools

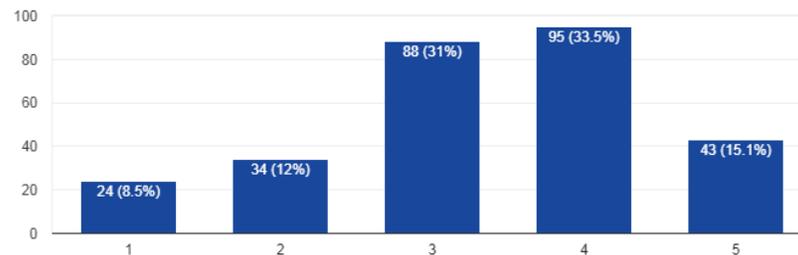
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

614 responses



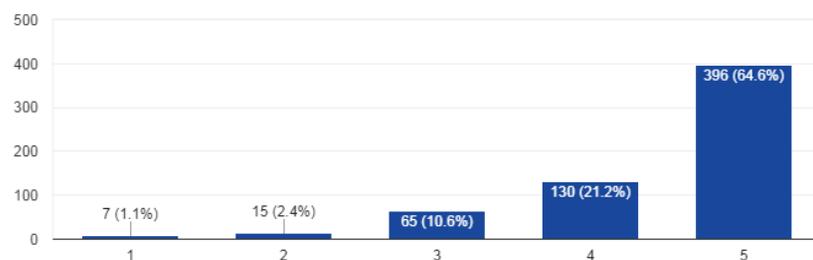
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

284 responses



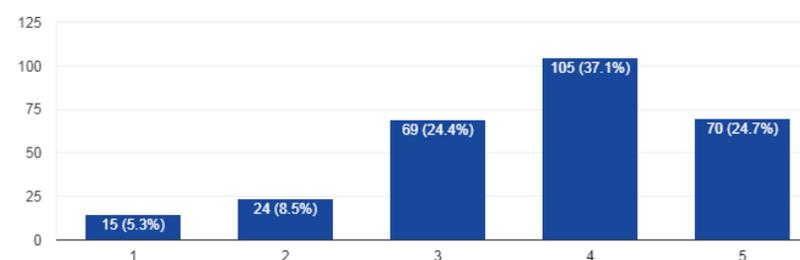
My school provides textbooks and learning materials to meet my educational needs.

613 responses



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

283 responses



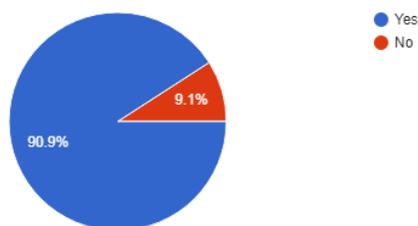
If you marked any item “Strongly Disagree” or “Disagree,” please share how the school can improve in this area.

Community Schools	Court Schools
<ul style="list-style-type: none"> • “Provide eBooks or textbooks for classes, especially science and history.” • “I believe that this is the best school that I have ever attended and i am extremely grateful to have been accepted to attend. Very organized and great structure. If anything could be changed i would ask for an after school program, maybe one hour to get extra tutoring or time to finish homework.” • “Everything is good here at my school.” 	<ul style="list-style-type: none"> • “It helps me with my learning, I agree my knowledge has increased and I have earned more credits.” • “I feel good in here with my learning because its the best school to learn and its the only time I ever go to school.” • “Separate kids based on grade, maybe less like the halls, have school counselors, we need textbooks.”

Technology:

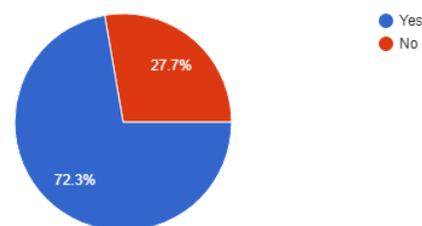
Do you use any type of computer device, like a smart phone, tablet, etc., at home?

616 responses



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

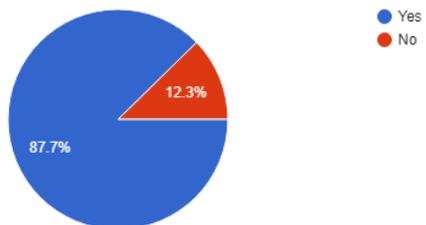
285 responses



<i>Community Schools</i>	<i>Court Schools</i>
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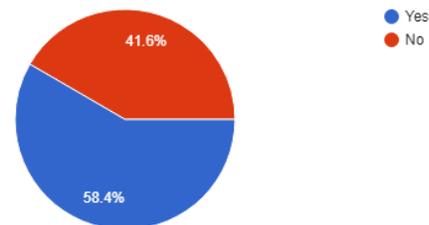
Do you use a computer device any time during the school day to work on assignments?

616 responses



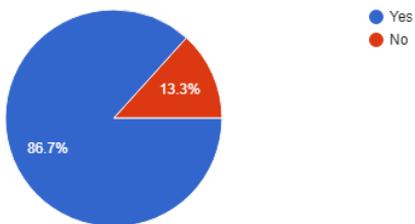
Do you use a computer device any time during the school day to work on assignments?

281 responses



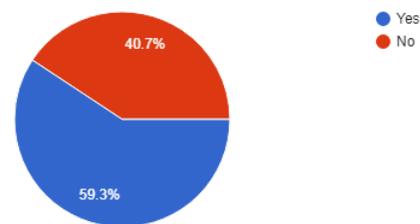
Do you have internet access when you are not in school?

617 responses



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

280 responses

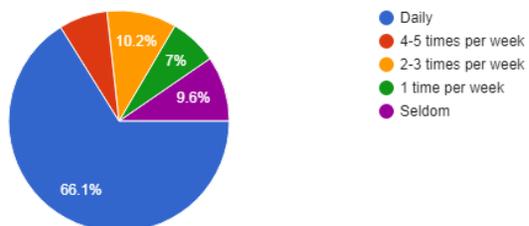


If yes, where? Please choose all places you have access to the internet.

	<i>Community Schools</i>	<i>Court Schools</i>
Home	94%	77%
Work	14%	15%
Library	39%	32%
Friend's home	44%	41%
Other	6%	4%

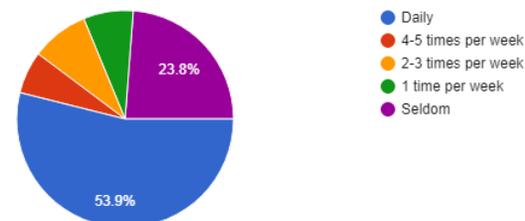
How often do you use a computer or other device at home or outside of school?

617 responses



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

269 responses



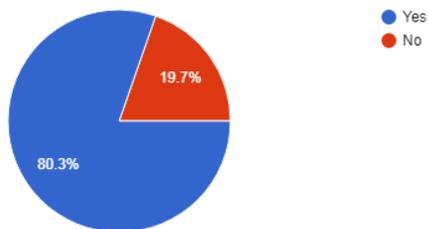
Choose all the ways you use technology in the classroom.

	<i>Community Schools</i>	<i>Court Schools</i>
Use the internet to find information	85%	48%
Complete assignments on the computer	80%	55%
Use educational software	53%	44%
Use the computer for writing	64%	47%
Take online classes	47%	20%

Instruction:

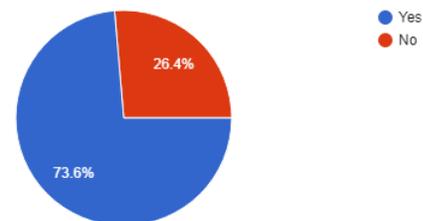
Does your teacher use technology in the classroom to deliver instruction?

615 responses



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

277 responses

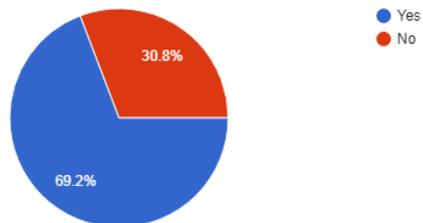


Community Schools

Court Schools

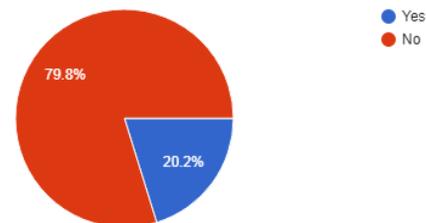
Do you turn in any of your assignments online?

617 responses



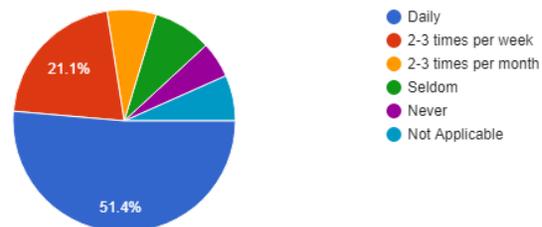
Do you turn in any of your assignments online?

277 responses



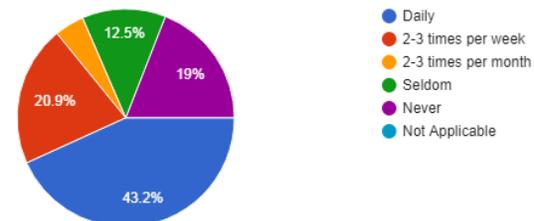
How often is technology used in the classroom for instruction?

615 responses



How often is technology used in the classroom for instruction?

273 responses



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

	<i>Community Schools</i>	<i>Court Schools</i>
Streams video through the computer	66%	76%
Presents information, pictures, or primary sources	69%	57%
Presents a Power Point presentation	50%	36%
Utilizes educational software programs	53%	31%

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

Twitter	21%	16%
Instagram	72%	57%
FaceBook	35%	62%
SnapChat	74%	65%

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

<i>Community Schools</i>	<i>Court Schools</i>
<ul style="list-style-type: none"> ● <i>“Extra classes just to help with what we don’t understand.”</i> ● <i>“Tutoring after school for those that choose to attend.”</i> ● <i>“Everything is good.”</i> ● <i>“I think a library would be nice as I like to read books and get some information from books.”</i> 	<ul style="list-style-type: none"> ● <i>“They do everything to help.”</i> ● <i>“Make them online.”</i> ● <i>“Have ROP classes.”</i> ● <i>“I don’t know but I love art.”</i> ● <i>“Nothing much, it is up to me at the end of the day if I want to achieve my learning goals.”</i>

Local Control Accountability Plan

Instructional Staff Survey Results

May 2018

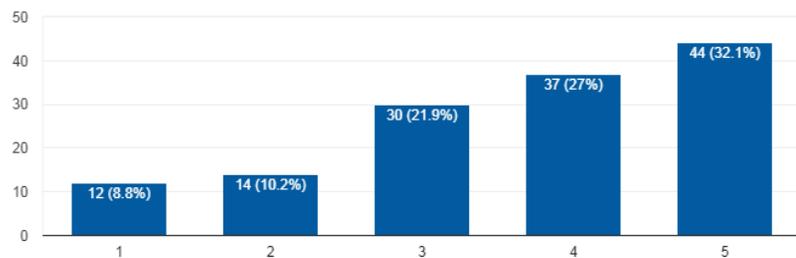
(137 Total Surveys Received)

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:

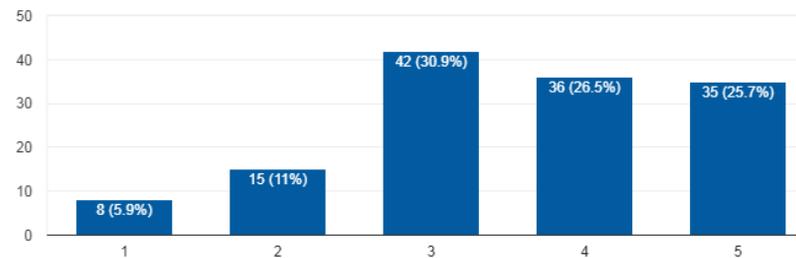
I feel safe at school.

137 responses



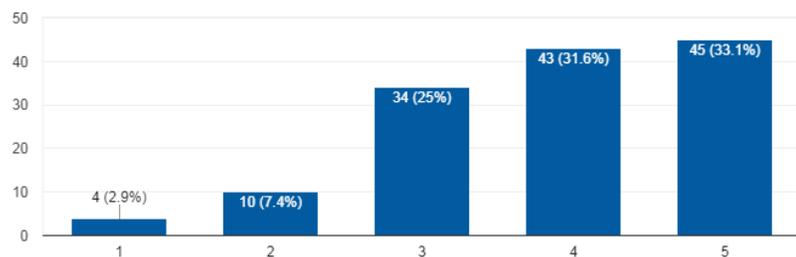
When issues or challenges with students arise, ACCESS support staff are available to help me.

136 responses



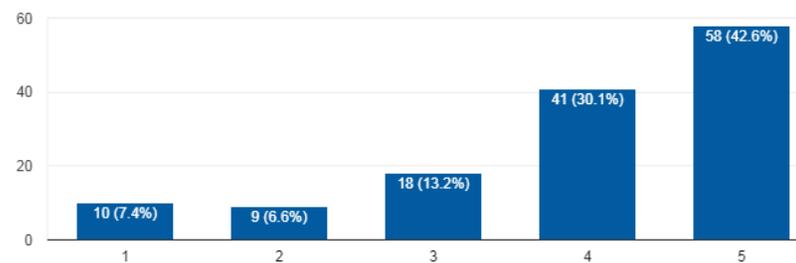
I know the ACCESS support staff who I can turn to for assistance when issues or challenges arise with students.

136 responses



The school site is clean and in good condition.

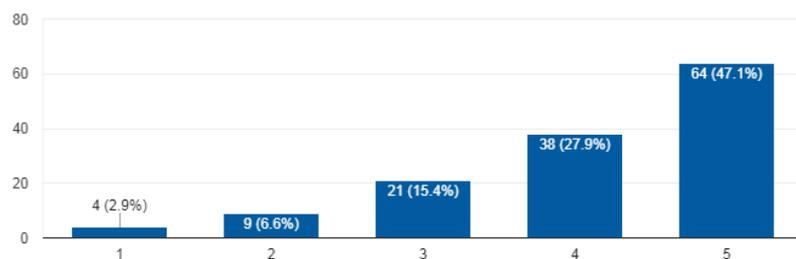
136 responses



1 = Strongly Disagree; 5 = Strongly Agree

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

136 responses



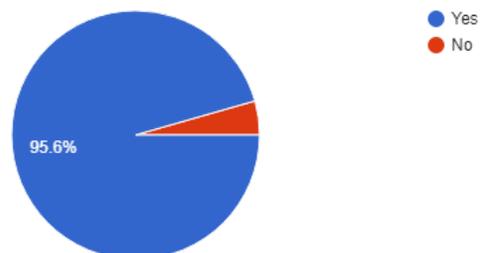
If you responded with "Strongly Disagree" or "Disagree" to any of the above items, please provide feedback on what is needed for these to be statements you can agree with.

- *"I believe teachers need time and space to develop confidence in using the three new areas of curriculum and the integration of technology."*
- *"The ACCESS sites are not safe. There are no exterior cameras, metal detectors, security guards, et al. that would give the students, parents, and staff peace of mind during school hours."*
- *"There is very little to do when we have disruptive students. There is little process established to work through a step ladder of interventions."*
- *"We are receiving more and more students that have weapons, expulsions, and students are bringing drugs to school and using in the restroom. We have no security. I know I can call my administration and both are very good about getting back to me, but they are not always immediately available to help."*

Instructional Technology:

Do you use technology during your instruction.

136 responses

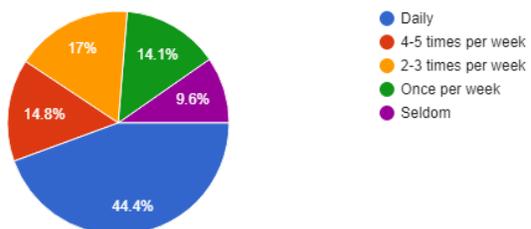


How is technology used in your teaching?

Research	82%
Video Streaming	69%
Power Point	50%
Displaying Information	82%
Uploading Lessons	71%
Communication with Students	56%

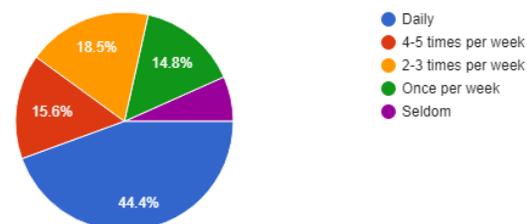
How often do your students use technology in class or for assignments?

135 responses



How often is technology incorporated into your lessons?

135 responses

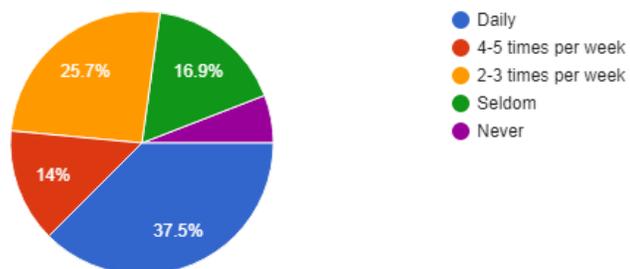


Please check all of the ways students use technology in the classroom.

Use the internet to find information	81%
Use educational software	69%
Take online classes	61%
Complete assignments	83%
Writing assignments	78%

How often do the assignments you provide to students require the use of technological devices?

136 responses



Please check all the educational software and resources you use.

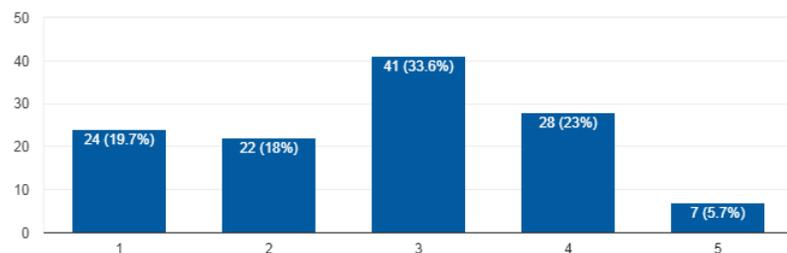
Defined STEM	3%
WorldBook Online	25%
Rosetta Stone	9%
Edmodo	31%
Smart Science	3%
Agile Mind Math	43%
GradPoint	55%
PCHS Online Classes	28%
Glencoe Science Resources	9%
Ed. Tech. Resource website	34%
TOSA Web Resources	83%

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; 5 - Highly effective and useful.

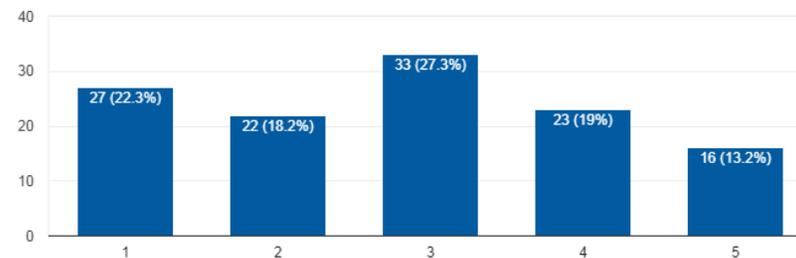
Collections Series Online Publisher Training

122 responses



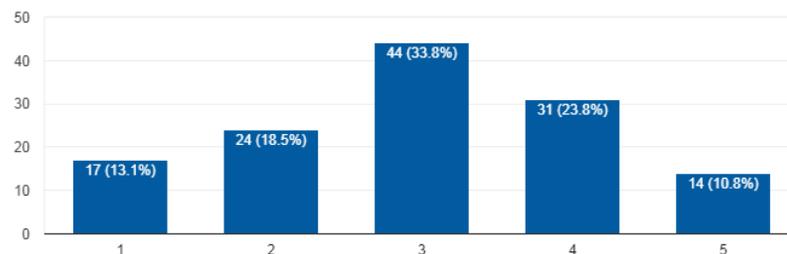
ProACT

121 responses



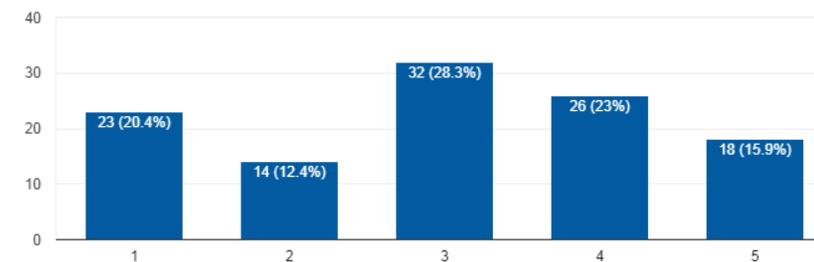
UDL

130 responses



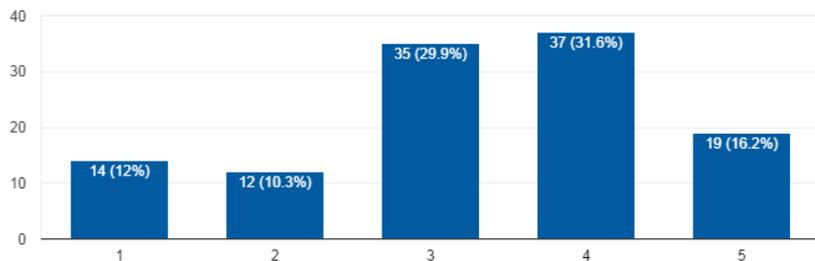
Restorative Justice

113 responses



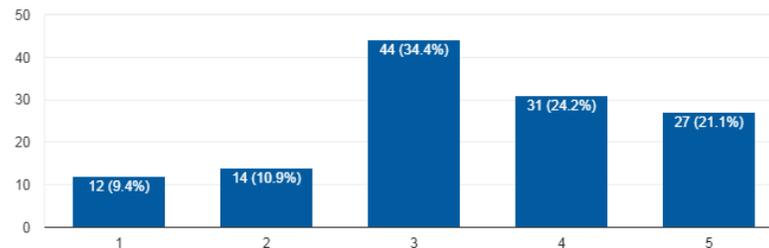
GradPoint

117 responses



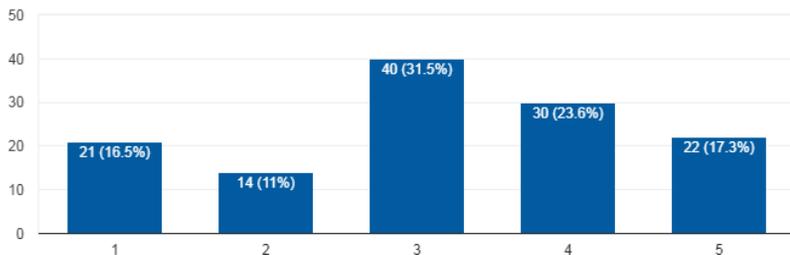
CAASPP Training for Smarter Balanced (English/Math) and Science CST Assessments.

128 responses



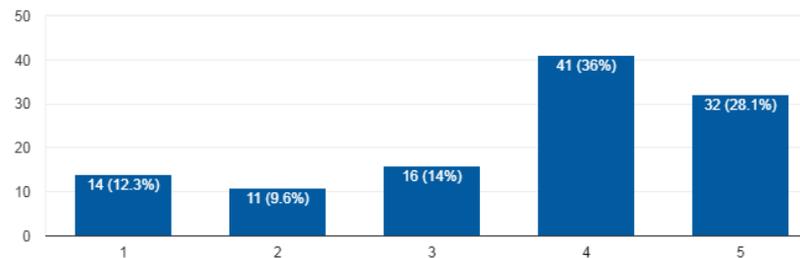
MELD Overviews/Collaborations with EL Services Team/RELLs

127 responses



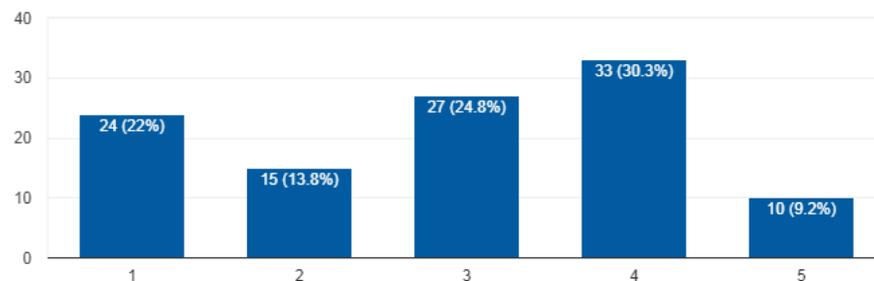
Pearson Realize Social Science

114 responses



Agile Mind Math

109 responses



List other staff development events attended.

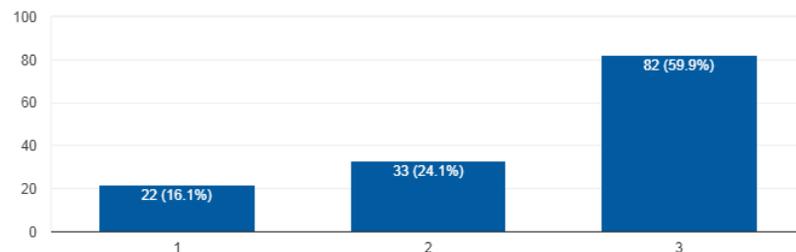
- *“UCI History Project”*
- *“The Collections Series is excellent and is used daily!”*
- *“Restorative Practices”*
- *“iReady”*
- *“SWIFT was effective, but left follow up to Site Liaisons. Communication breakdown occurs with exclusive ‘leadership’ round-tables with Site Liaisons who are ineffective, unapproachable, or not vested in our program. EVERY teacher should be included, since we are on the forefront of getting students to attend.”*

Local Control Accountability Plan:

Please use the rating scale for the Local Control Accountability Plan (LCAP) areas: 1 - No evidence; 2 - Some evidence; and, 3 - Clear evidence.

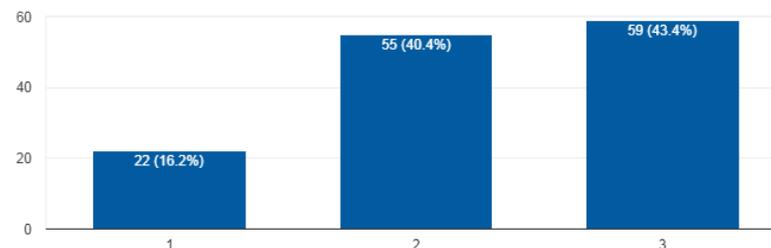
Increase in the number of computers at the school site/office.

137 responses



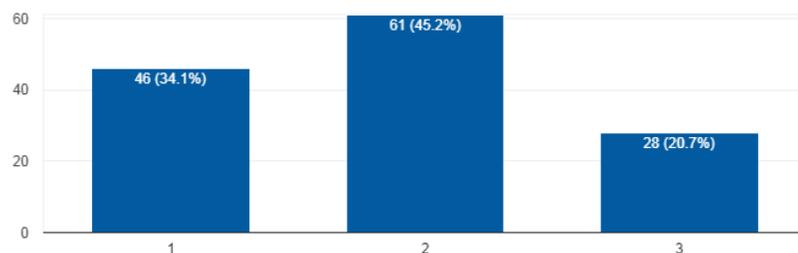
Better connectivity and speed for technology.

136 responses



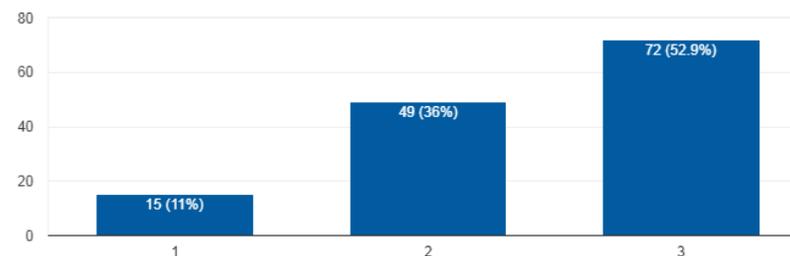
Increase in parent participation in the educational process.

135 responses



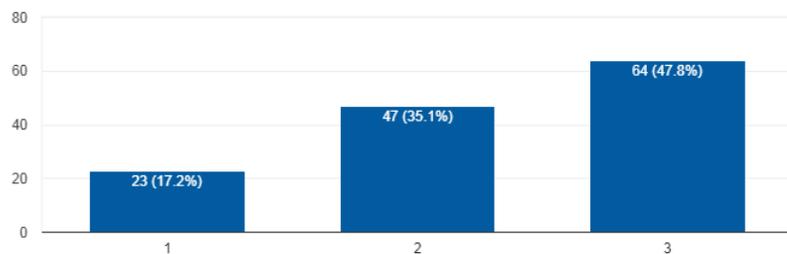
Increased implementation of California State Standards.

136 responses



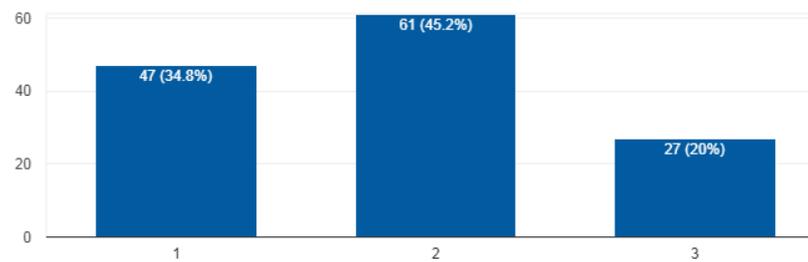
Receive professional development regarding California State Standards and California ELD Standards.

134 responses



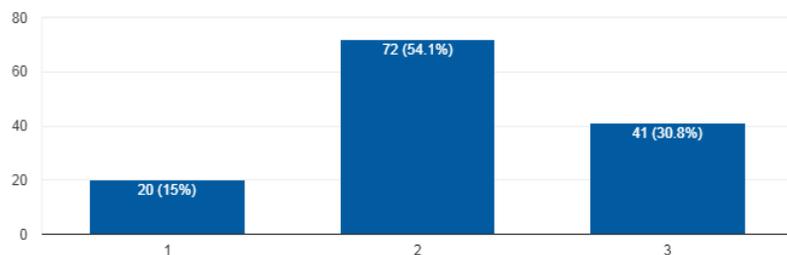
Increased involvement and engagement of parents in their child's education.

135 responses



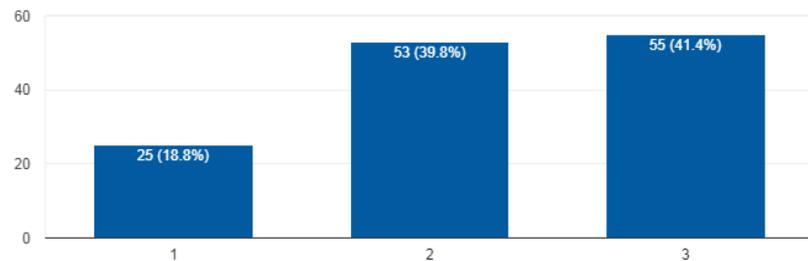
Increased student participation on the CAASPP tests.

133 responses



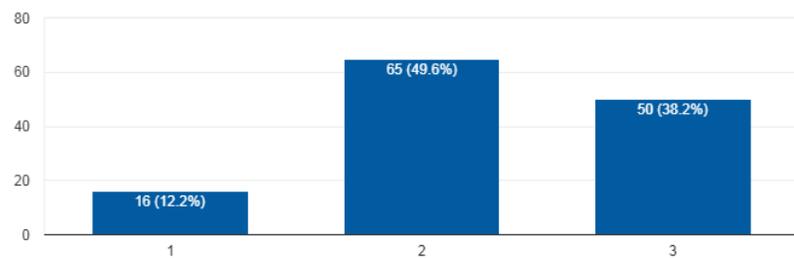
Increased and expanded support services for students.

133 responses



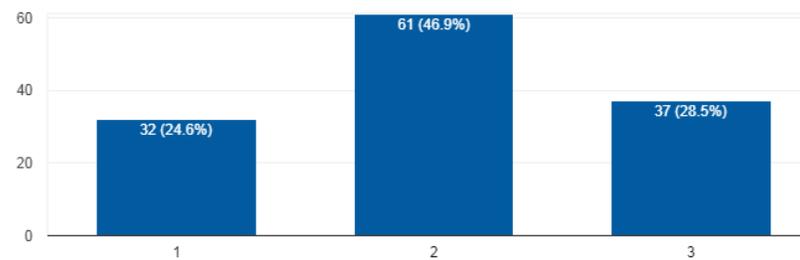
Consistent use of adopted curriculum throughout ACCESS.

131 responses



The LCAP is having a positive impact on student outcomes.

130 responses



Local Control Accountability Plan

Non-Instructional Staff Survey Results

May 2018

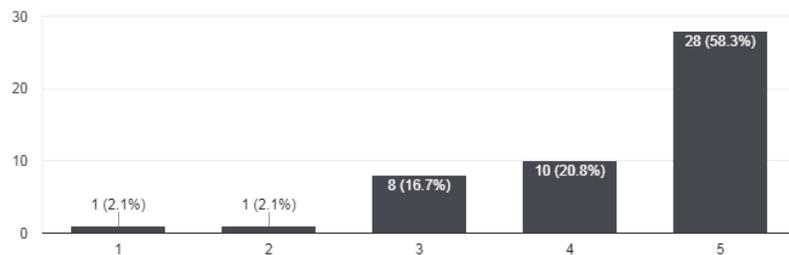
(51 Total Surveys Received)

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:

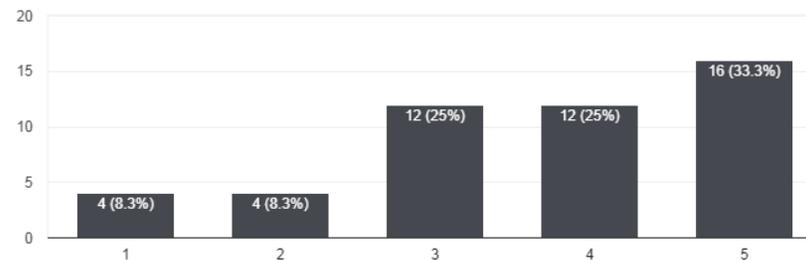
I am aware of the ACCESS goals, mission, and priorities.

48 responses



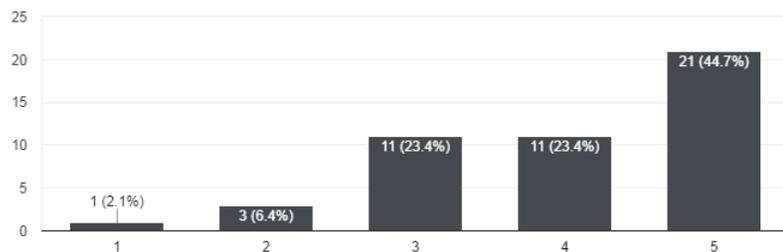
I am receiving support in my professional development.

48 responses



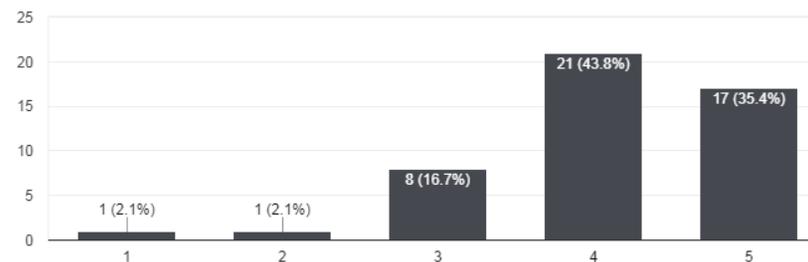
I feel safe at work.

47 responses



The workplace is clean and in good condition.

48 responses



1 = Strongly Disagree; 5 = Strongly Agree

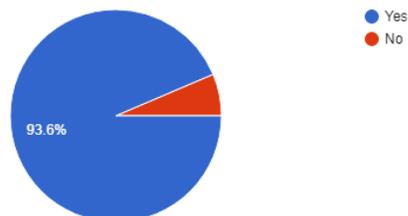
If you responded with "Strongly Disagree" or "Disagree" to any of the above items, please provide feedback on what is needed for these to be statements you can agree with.

- *“Our open door policy allows for ANYONE to enter the door and office areas. If it were an active shooter for instance there would be no escape route.”*
- *“I have taken courses and programs and haven't received my professional growth. why? take the survey when nothing will be done.”*
- *“There are no safety protocol drills for emergencies other than fire drill and earthquakes. Do we have an active shooter drill?”*
- *“As for cleanliness-- Many of our ACCESS school sites are not cleaned and maintained; there is minimal cleaning done. And many sites are filled with un-used, hoarded materials and books.”*

Instructional Technology:

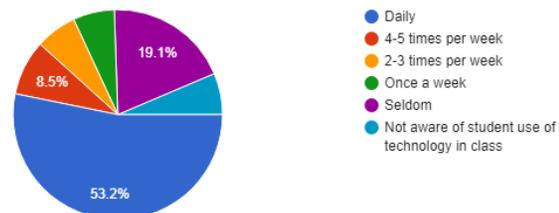
Are you aware of technology used by students at your school site(s)?

47 responses



How often are you aware of, or that you observe, students using technology in class?

47 responses



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

Use the internet to find information	67%
Use an educational software	61%
Take online classes	39%
Use a computer or other technological device for writing assignments	76%
Not aware of student use of technology in class	9%

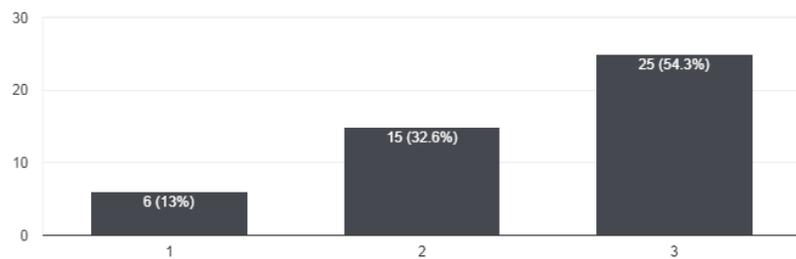
Please check all of the educational software and resources you are aware of, or that you observe, students use in class.

Defined STEM	9%
WorldBook Online	14%
Rosetta Stone	36%
Edmodo	16%
Smart Science	5%
Why Try	2%
All ACCESS Math	32%
GradPoint	68%
PCHS Online Classes	34%
Glencoe Science Resources	11%
Not aware of educational software or resources used by students in class	21%

Local Control Accountability Plan:

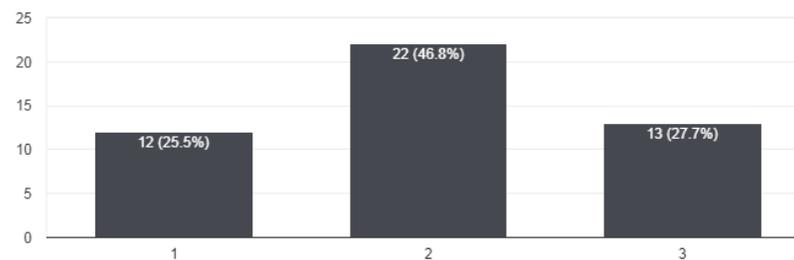
Increase in the number of technological devices at the school sites/office.

46 responses



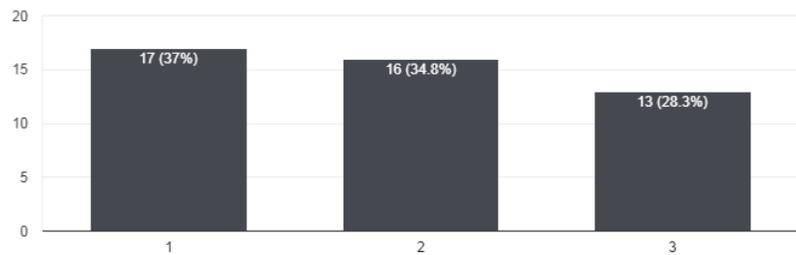
Better connectivity and speed for technology.

47 responses



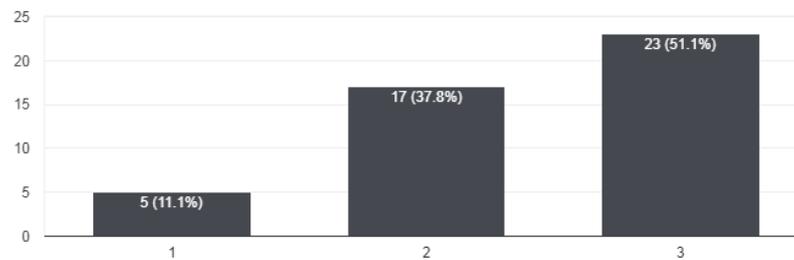
Increase in parent participation in the educational process.

46 responses



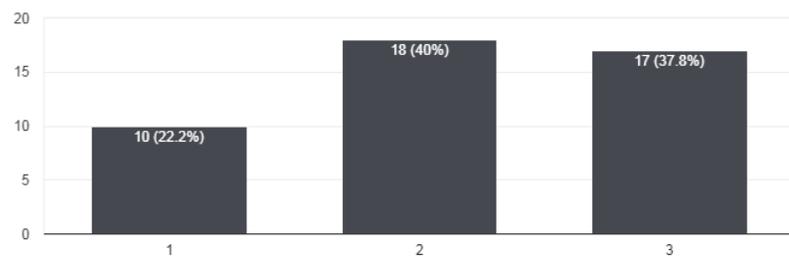
Increased implementation of California State Standards.

45 responses



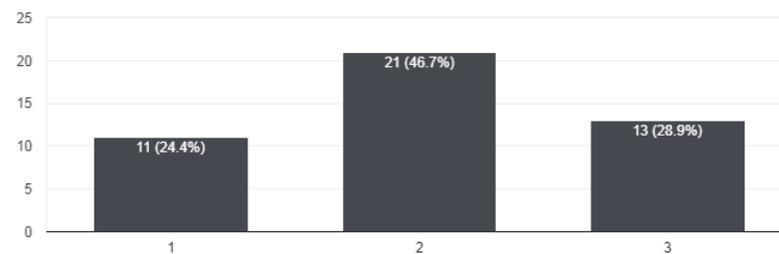
Received professional development regarding California State Standards and California ELD Standards.

45 responses



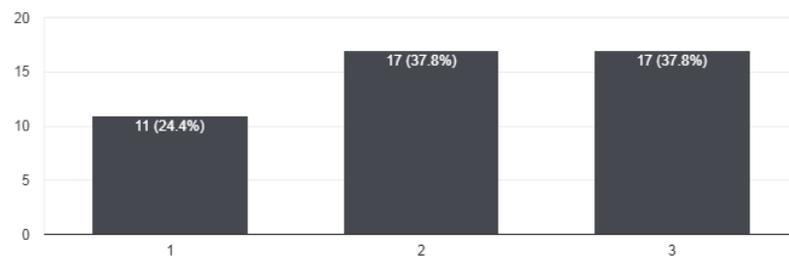
Increased parent involvement and engagement of parents in their child's education.

45 responses



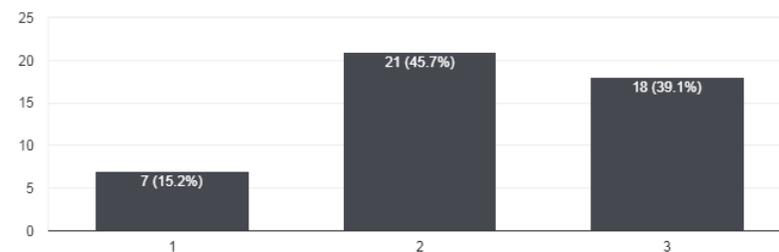
Increased student participation on the CAASPP tests.

45 responses



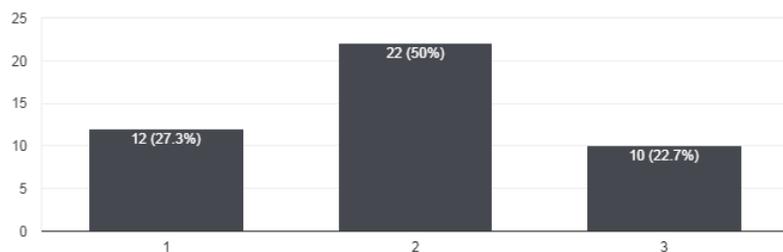
Increased and expanded support services for students.

46 responses



The LCAP is having a positive impact on student outcomes.

44 responses



Share any additional comments here.

- *“We’ve had chromebooks on order for a while. While we have attended trainings related to use of new technologies and programs, we are still lacking in the tools to implement them.”*
- *“I think in-class demos would be more effective, otherwise people leave trainings overwhelmed and it doesn’t make it into the classroom as intended. It is apparent technology in the classroom is the goal; think pads/computers are everywhere and students are plugged in; however, without classroom management, there is minimal, substantial progress.”*

Local Control Accountability Plan

Special Education Division Parent Survey Results

May 2018

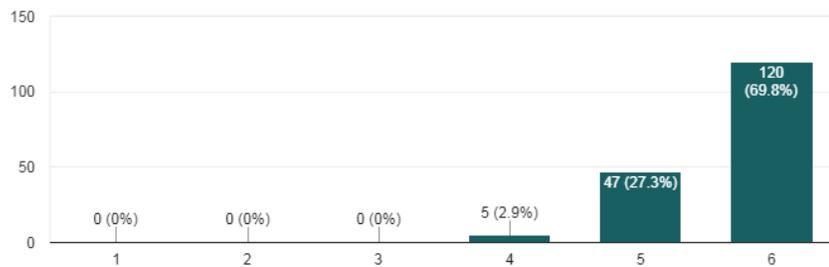
(174 Total Surveys Received)

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%.

Educational Program:

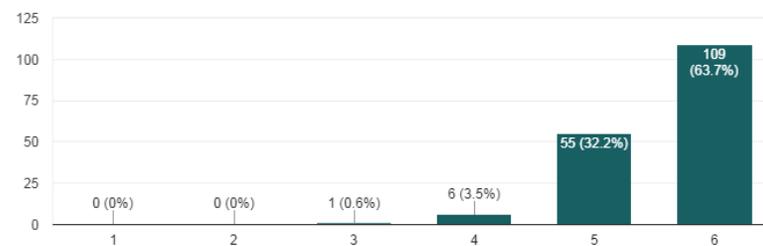
My family is respected and included as a partner in my child's education.

172 responses



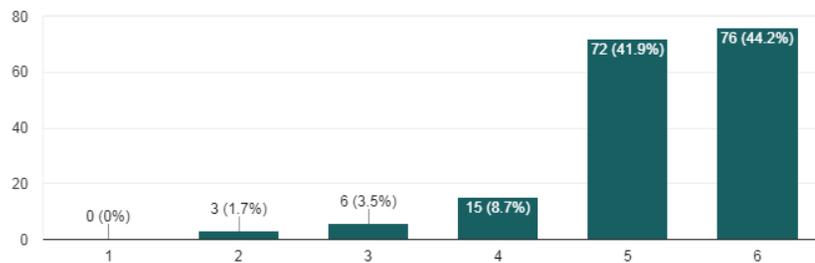
The educational program/instruction is focused on my child's individual needs.

171 responses



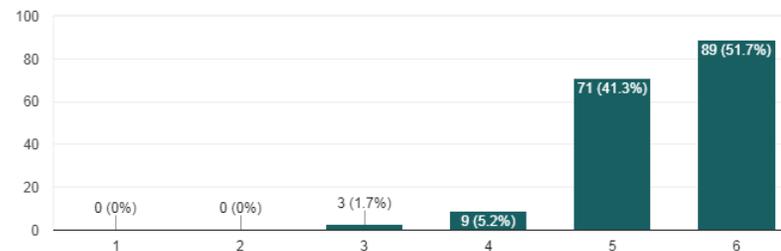
My child is making satisfactory progress toward his/her goals/objectives.

172 responses



I am satisfied with my child's educational program.

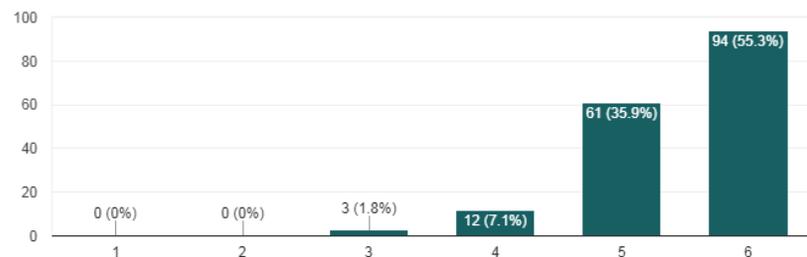
172 responses



1 = Strongly Disagree; 5 = Strongly Agree

The classroom staff maintains high expectations for my child

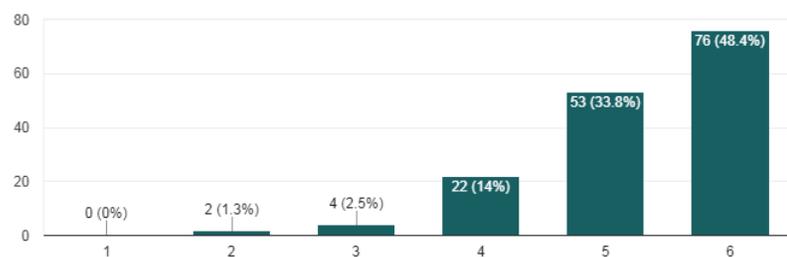
170 responses



Student Learning / Environment:

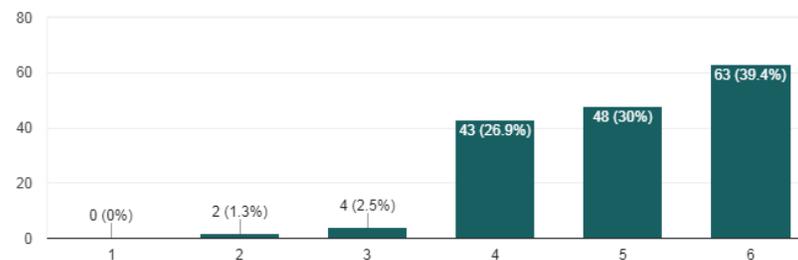
My child receives appropriate opportunities to participate in the general education curriculum.

157 responses



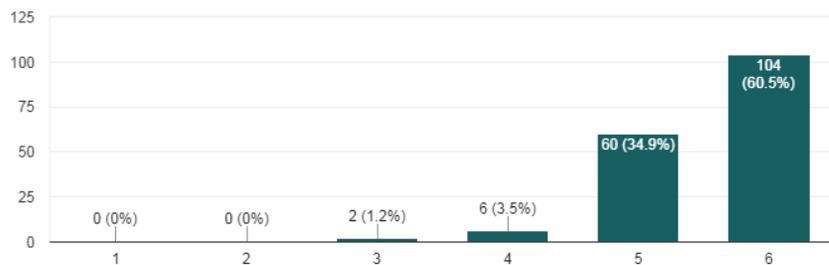
My child receives appropriate opportunities to interact with non-disabled peers.

160 responses



The staff in my child's classroom provide for a safe place for my child to learn.

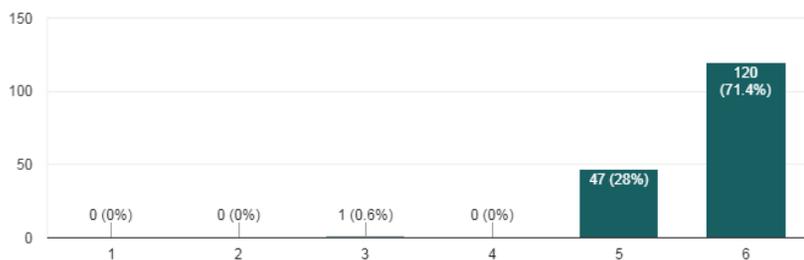
172 responses



IEP Process:

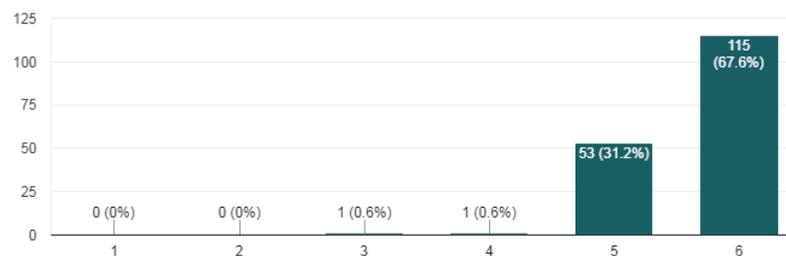
I am encouraged to attend and participate in the IEP process.

168 responses



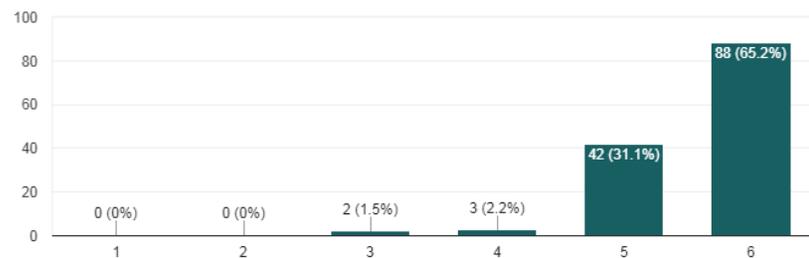
The meeting was scheduled at a mutually convenient time.

170 responses



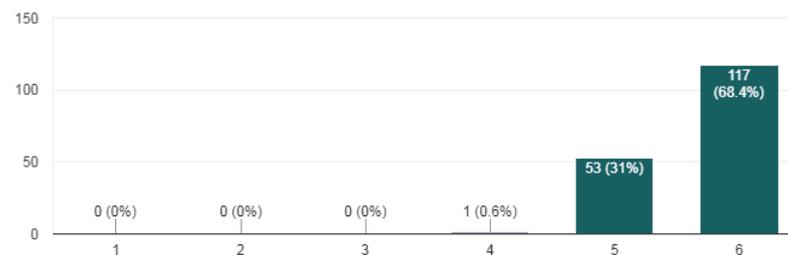
If I couldn't attend the meeting, I was asked for input.

135 responses



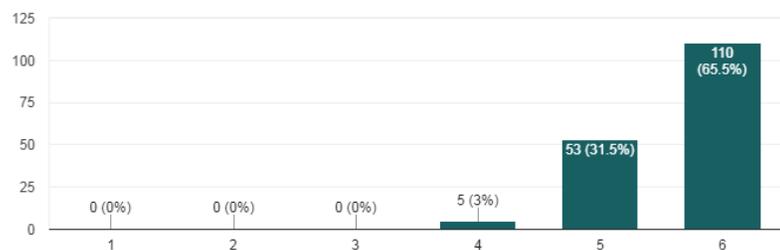
I had the opportunity to share information about my child's needs, interests, and educational concerns.

171 responses



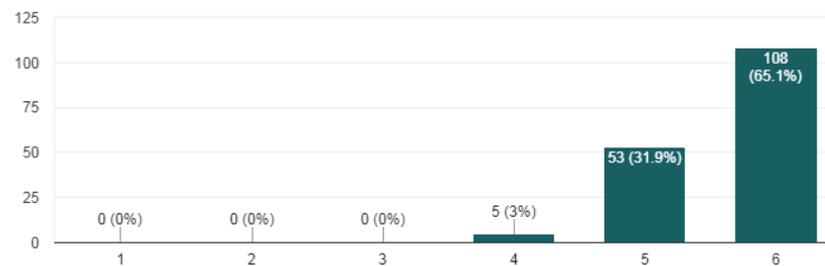
I had the opportunity to participate in decisions regarding the IEP content and placement of my child.

168 responses



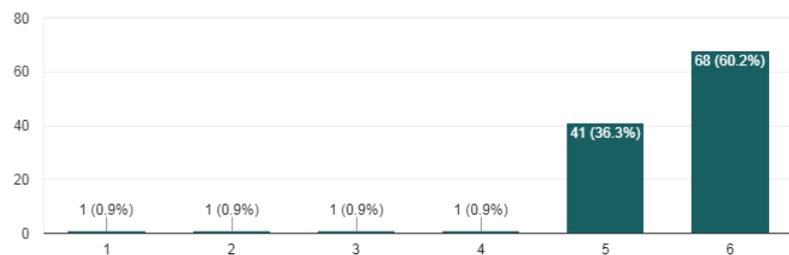
I understood the IEP development process.

166 responses



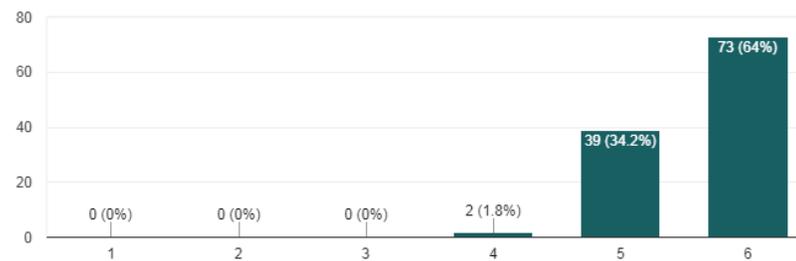
If needed, an interpreter was provided.

113 responses



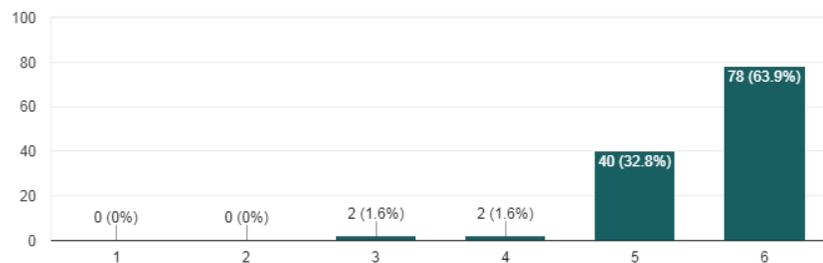
I felt comfortable with the meeting in its translated form.

114 responses



I was informed of my right to a written translation of the IEP document.

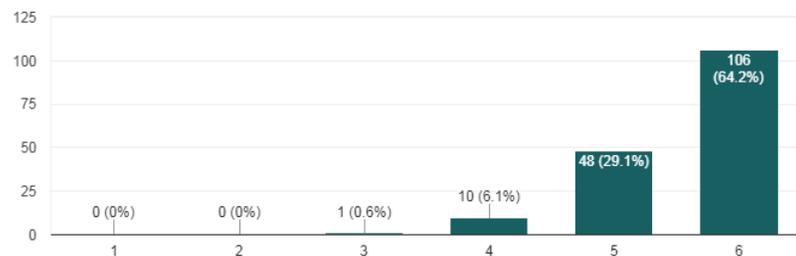
122 responses



Assessment & Feedback:

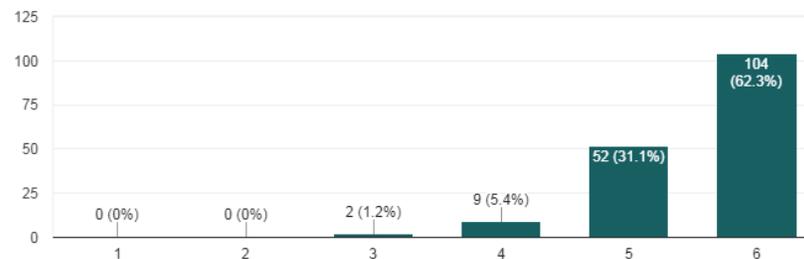
The teacher clearly documents my child's progress.

165 responses



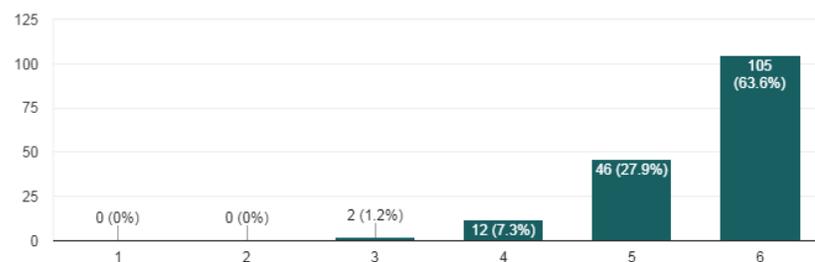
The teacher shares information with me about my child's performance on a regular basis.

167 responses



The teacher makes changes in my child's program when needed and/or when my child is not making satisfactory progress to achieve annual goals.

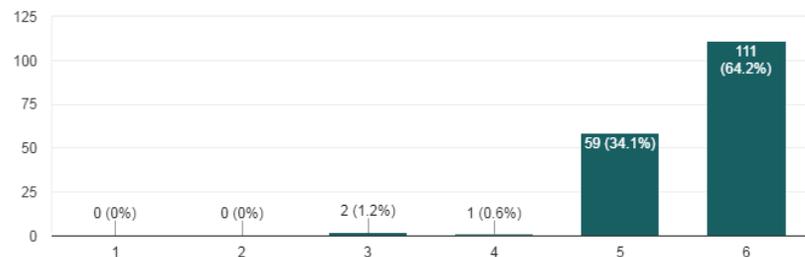
165 responses



Parent Education & Support:

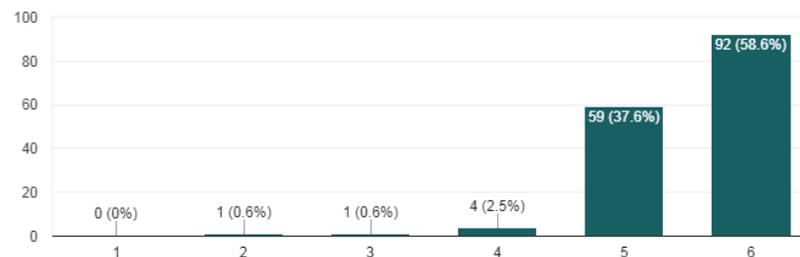
The teacher and administration listens and respond to my concerns, questions, and ideas.

173 responses



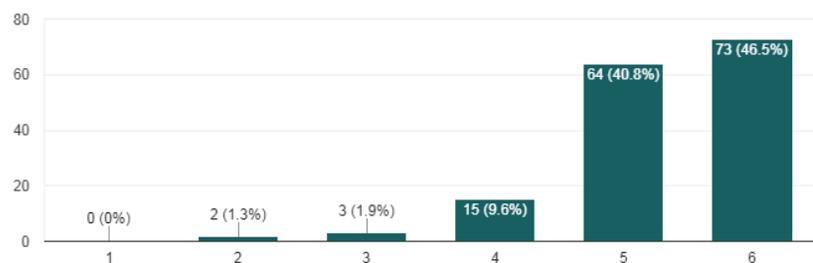
I receive help from the school principal and/or county administration when I ask for it.

157 responses



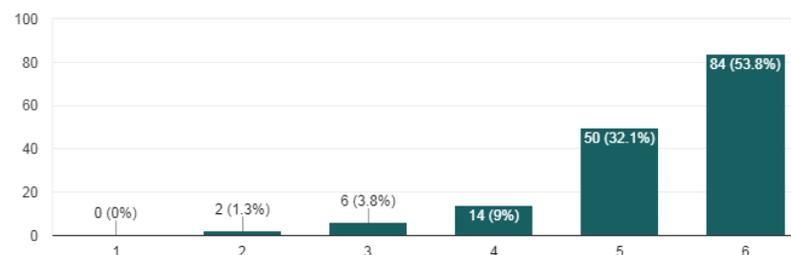
I receive information about parent training and support opportunities.

157 responses



My child's teacher assists me with instructional or skills activities for the home.

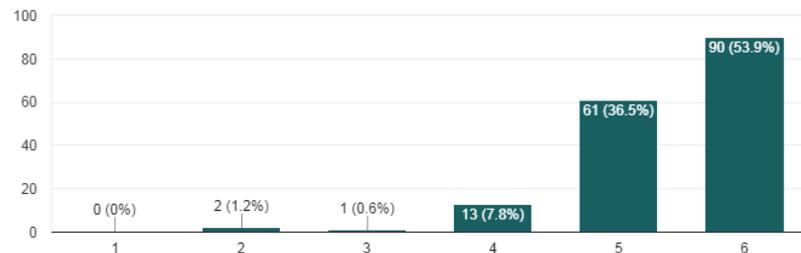
156 responses



Curriculum:

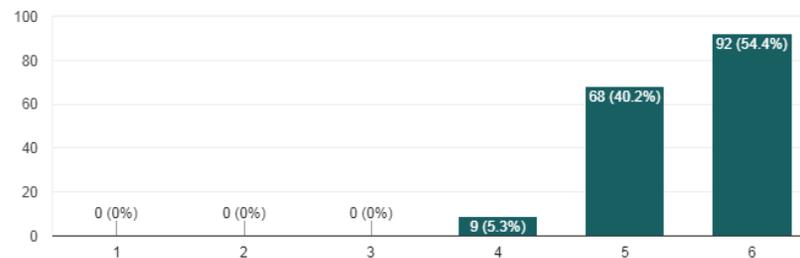
Specialist staff (e.g., speech therapy, vision/hearing, adapted P.E., occupational therapy) are effective in helping my child make progress.

167 responses



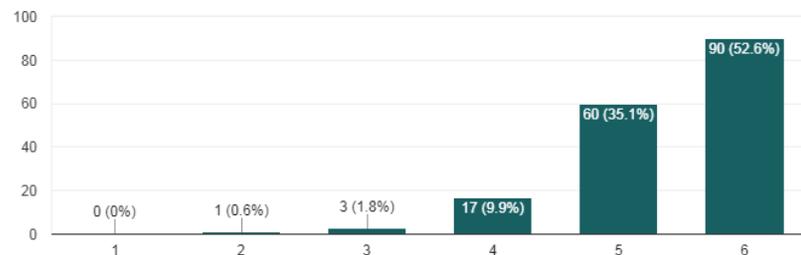
The staff in my child's class addresses student behavioral needs.

169 responses



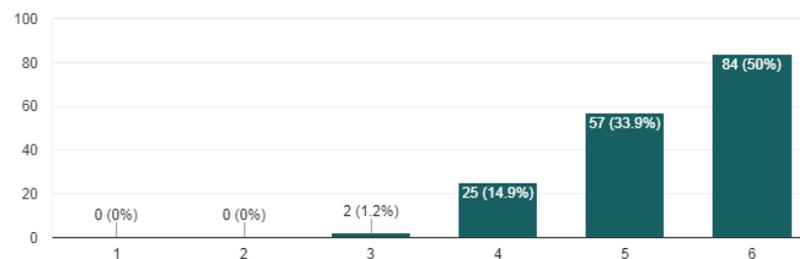
I feel that all of my child's educational needs are being addressed.

171 responses



There are sufficient materials and resources to meet the needs of the students in my child's class.

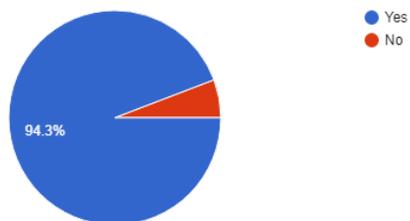
168 responses



Technology:

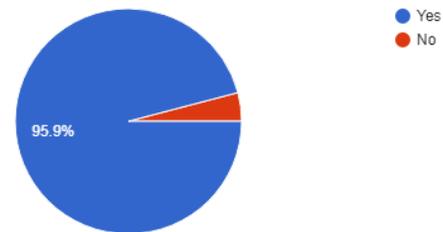
Do you use any type of computer device, like a smart phone, tablet, etc., at home?

174 responses



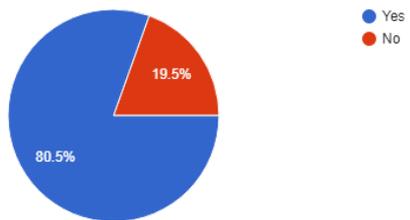
Do you have internet access at home?

171 responses



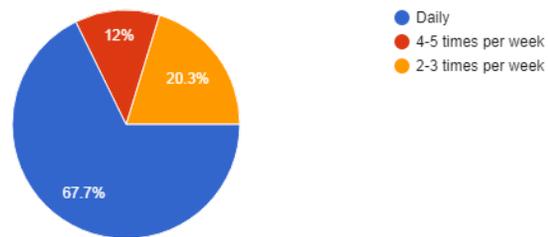
Do you have internet access and computer access at work for communicating with school?

159 responses



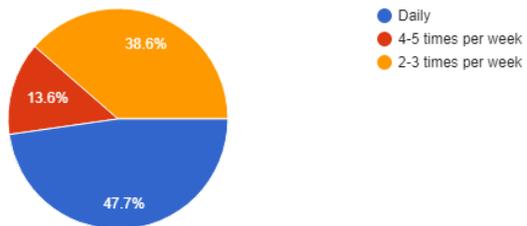
How often do you use the computer?

158 responses



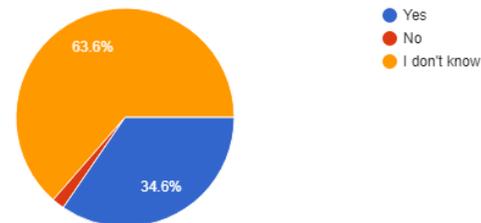
How often does your child use a computer at home or outside of school?

132 responses



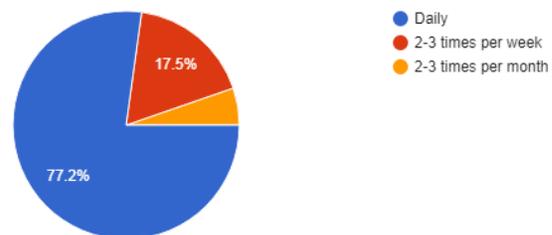
Does your child's teacher use a computer for instruction?

162 responses



If yes, how often is this technology used?

57 responses

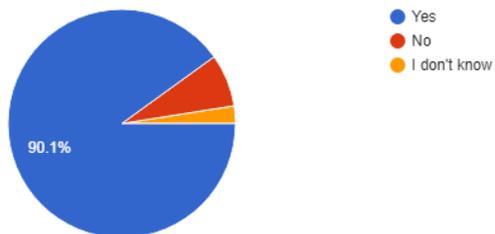


Mark all the ways you are aware that your child is using technology at school:

Uses the internet to find information	32%
Uses an educational software	58%
Takes online classes	12%
Completes assignments on the computer	35%
Uses the computer for word processing	22%
Completes assessments on the computer	17%

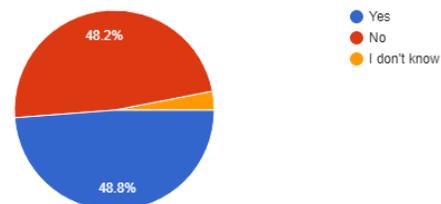
Do you use e-mail?

161 responses



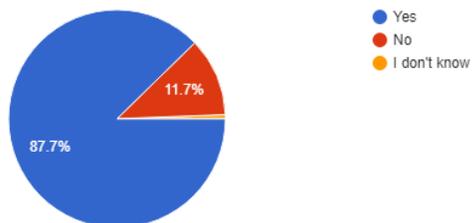
Have you ever communicated with your child's teacher or school via email?

164 responses



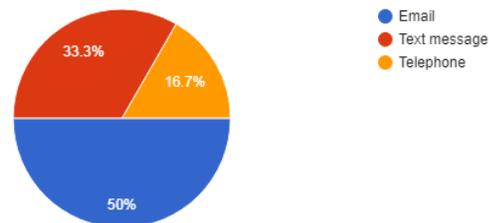
Do you use text messaging?

163 responses



What is the best way to receive communication from school?

174 responses



I use the following social media sites (check all that apply):

Twitter	18%
Instagram	38%
FaceBook	100%
SnapChat	17%

Additional comments and recommendations for program improvement:

- *“This is a fantastic program and I truly appreciate the stellar performance of the staff.”*
- *“Class should have at least weekly access to cardio room and would benefit greatly from re-establishment of the buddy program with general education students.”*
- *“Create a parent-teacher conference and/or some sort of back-to-school night for active parents. Eighth grade graduations, talent shows, art shows, and other opportunities would be nice too throughout the year.”*

Local Control Accountability Plan

Special Schools Student Survey Results

May 2018

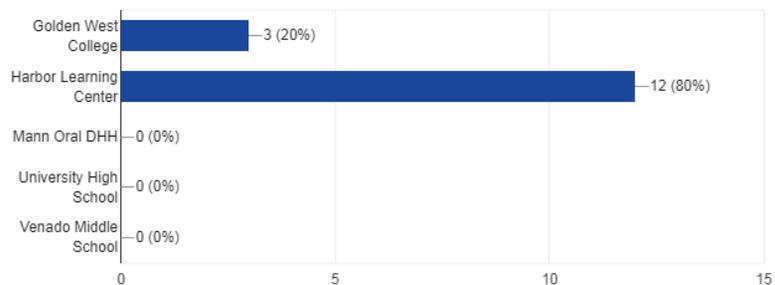
(15 Total Surveys Received)

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:

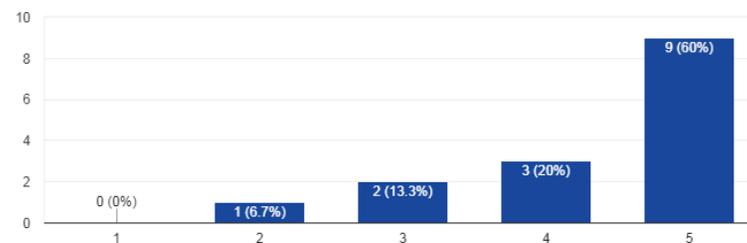
What AU/School Site do you attend?

15 responses



My school provides a good education for students.

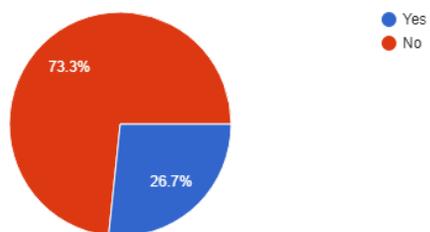
15 responses



1 = Strongly Disagree; 5 = Strongly Agree

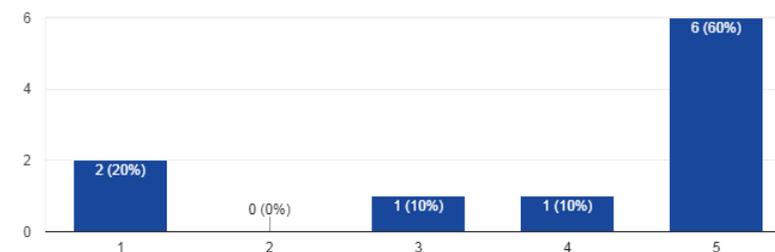
I am an English Learner.

15 responses



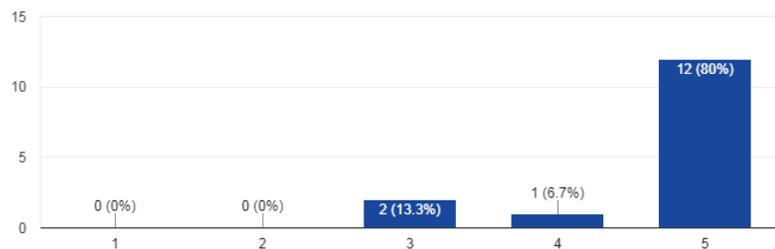
If yes, please respond to the following statement: I am being taught to speak, read, and write in English.

10 responses



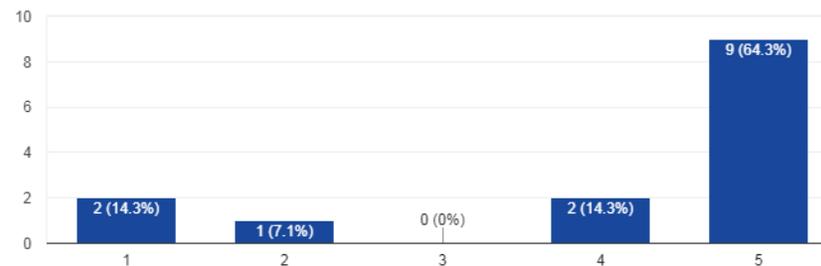
My school prepares students for future college or career paths.

15 responses



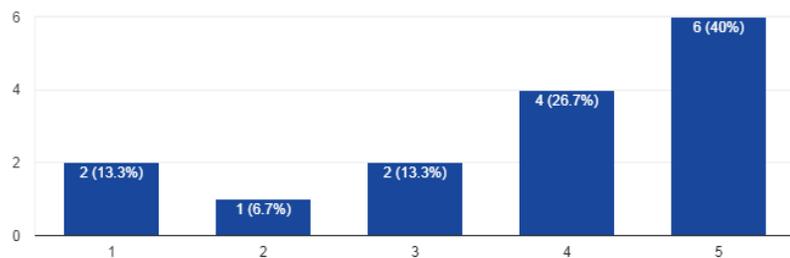
My school contacts my parents/guardian if I am late to school or absent.

14 responses



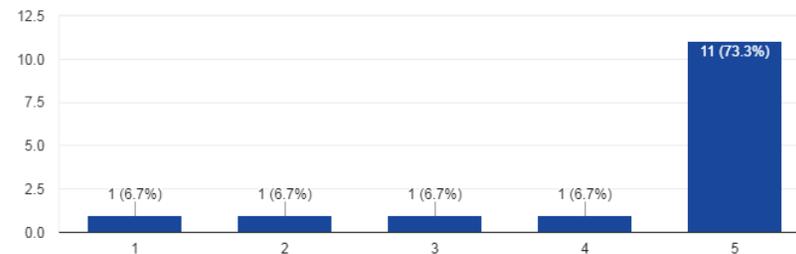
I look forward to coming to school each day.

15 responses



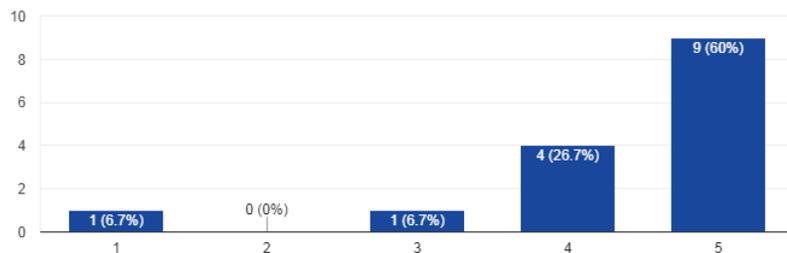
I feel safe at school.

15 responses



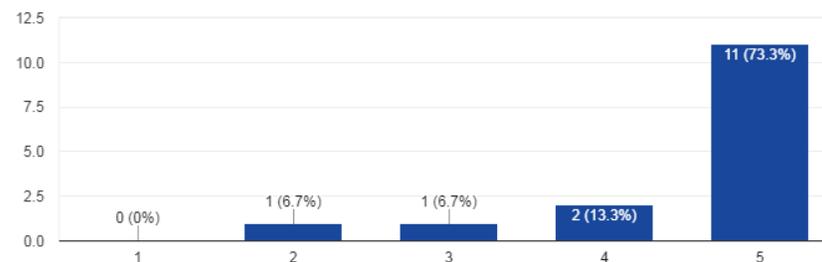
My school works with my parents/guardian to help me to be my best in school.

15 responses



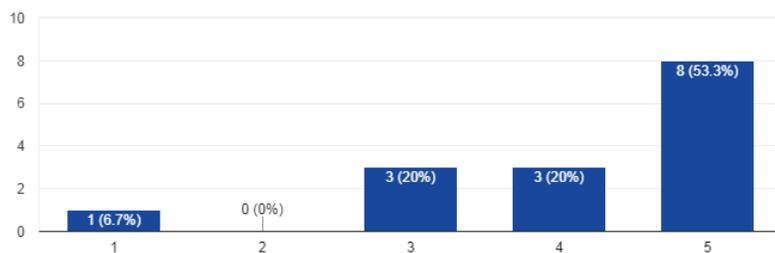
My teacher calls or writes my parents/guardian regarding my progress.

15 responses



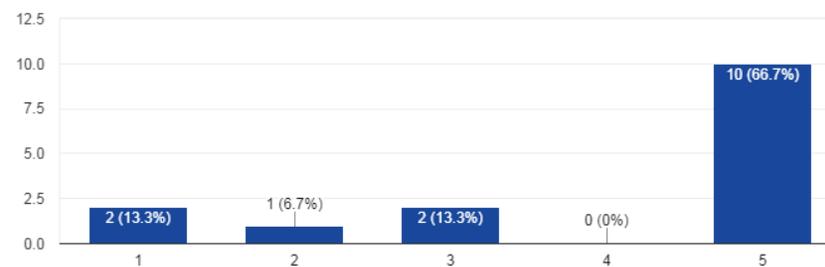
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

15 responses



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

15 responses



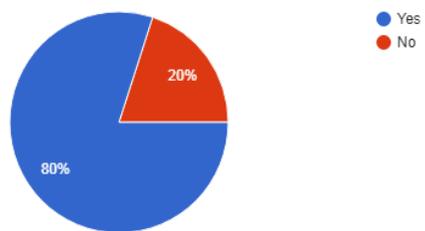
If you marked any item as “Strongly Agree” or “Strongly Disagree,” please share how the school can improve in this area. Below is a sample of comments:

- *“New design fair rules fair everything for each student”*
- *“Me in a new classroom”*
- *“One person at a time in the bathroom to wash hands.”*

Technology:

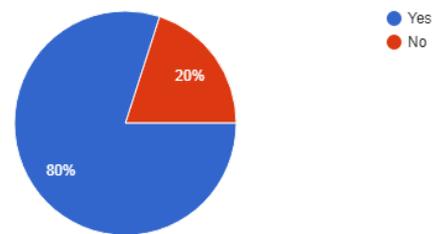
Do you use any type of computer device, like a smart phone, tablet, etc., at home?

15 responses



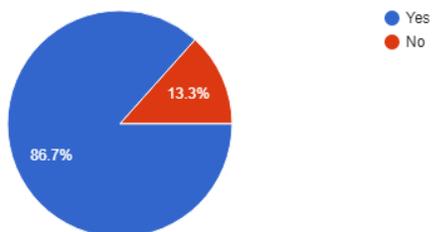
Do you use a computer device any time during the school day to work on assignments?

15 responses



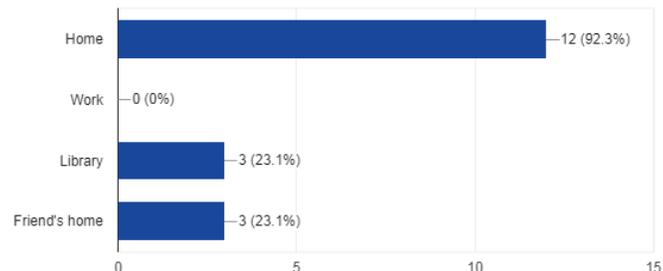
Do you have internet access when you are not in school?

15 responses



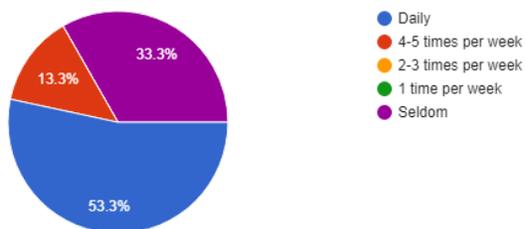
If yes, where? Please choose all places you have access to the internet.

13 responses



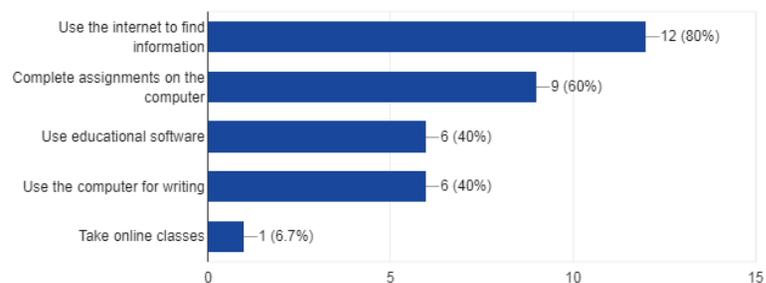
How often do you use a computer or other device at home or outside of school?

15 responses



Choose all the ways you use technology in the classroom.

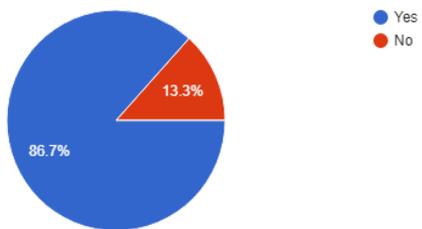
15 responses



Instruction:

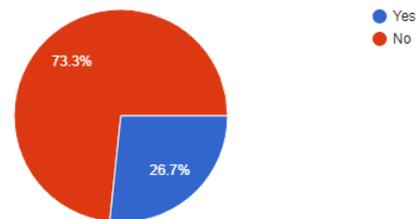
Does your teacher use technology in the classroom to deliver instruction?

15 responses



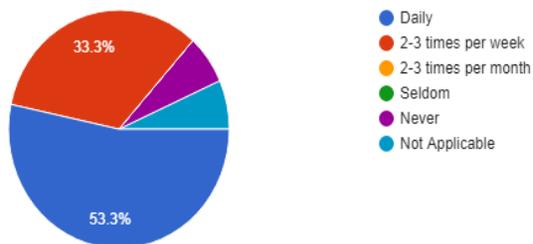
Do you turn in any of your assignments online?

15 responses



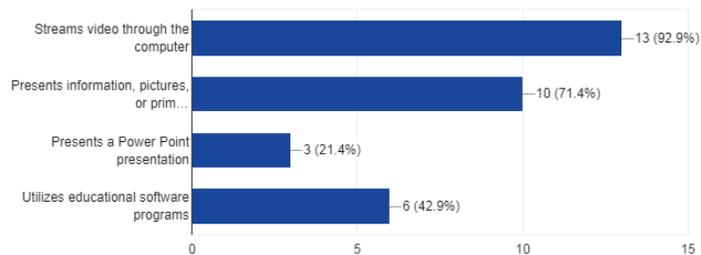
How often is technology used in the classroom for instruction?

15 responses



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

14 responses



I use the following social media sites:

Twitter	33%
Instagram	50%
FaceBook	67%
SnapChat	33%
ST Math	17%
Google	17%

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

- *“More grade level work.”*
- *“More instruction on job trainings and social skills.”*
- *“Quieter environment.”*

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

- *“Thank you for all your help.”*
- *“I would like to get a job heret”*

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?