Orange County Department of Education Local Control Accountability Plan 2014

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

Executive Summary

Orange County Department of Education's (OCDE)* vision is that Orange County students will lead the nation in college and career readiness and success**.** OCDE plays a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, community organizations, and school districts. We believe that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students.

OCDE's personnel offer support, professional development, and student programs through its divisions and departments.   We recognize that college and career readiness and success requires the contributions of educators at all levels of student development, and for students it requires not only academic mastery, but also emotional and social development in safe and supportive schools and communities. College and career readiness and success is defined by individual student interests, capacities, and choices, but all students need support to acquire competencies and skills that will allow them to succeed in the 21st century.

Orange County Department of Education

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

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

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

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*A comprehensive list of all acronyms used within this document can be found in Appendix B.

In addition to supporting local school districts, the Orange County Department of Education also operates unique educational programs serving students throughout Orange County. Our alternative education program, known as **ACCESS** (**A**lternative, **C**ommunity, and **C**orrectional **E**ducation **S**chools and **S**ervices), provides educational options county-wide for a variety of distinctive student populations. We serve at-risk students who have not been successful in traditional school environments through our Western Association of Schools and Colleges (WASC)-accredited community and institutional school programs. Our independent study program, Pacific Coast High School, also WASC-accredited, offers University of California (UC)-approved, online, on-campus, and hybrid course options for its students. In addition, our Community Home Education Program serves and supports parents who wish to teach their Transitional Kindergarten (TK) through 8th grade children at home. The OCDE also operates **Special Schools and Programs** serving students with severe physical and cognitive disabilities, and deaf and hard of hearing students from birth through 22 years of age residing in Orange and surrounding counties.

The following unique school programs serve specific student populations, with significant subgroups of Asian, Hispanic or Latino, White, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities: ACCESS Community School Program, ACCESS Juvenile Court School Programs, ACCESS Orange County Community Schools, and Special Schools and Programs. These OCDE programs receive funding from the Local Control Funding Formula (LCFF), and are addressed in the body of this Local Control Accountability Plan (LCAP):

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

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

*ACCESS Special Education services are provided as deemed appropriate by the Individual Education Plan (IEP) team.

LEA: <u>Orange County Department of Education</u>   **Contact Information:** <u>Nina Boyd, Associate Superintendent, nboyd@ocde.us, (714) 966-4485</u>
LCAP Year: <u>2014</u>

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
LEA Personnel	*LEA Personnel*
OCDE	**OCDE**
• An email was sent to all staff requesting input on the draft version of a new OCDE Strategic Plan. • The 2013-14 annual Executive Leadership Series, a quarterly staff development program for all OCDE management staff, including all school site principals, focused on developing the updated Strategic Plan aligned with OCDE's college and career readiness goals.	Staff survey results indicated agreement with the document, and a request was made for additional, recommended Common Core-aligned materials. The development of the OCDE Strategic Plan provided a framework for the creation of the LCAP.
ACCESS	**ACCESS**
ACCESS staff provided input for the LCAP during the 2013-2014 school year as follows: • In January 2014, all ACCESS staff members were introduced to the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) during an annual conference. • A draft copy of the ACCESS Strategic Plan was distributed to staff at individual Administrative Unit (AU) meetings eliciting feedback regarding program-wide priorities. • Standards and Curriculum Committee meetings that were held January through April focused on the identified needs of the ACCESS program as addressed in the LCAP. • The ACCESS Leadership Team has held monthly meetings to address program-wide issues impacting alternative education, including LCFF and LCAP. On July 24, 2013, the first meeting following the passage of the LCFF and the requirement for the development of an LCAP, the focus of Leadership Team Meetings (LTMs) turned towards identifying specific LCAP priority areas, metrics, and goals for our program. Subsequent meetings have been held on the third Wednesday of every month to continue the LCAP discussion. Our planning process involved several phases:	At the January 2014 Leadership Team Meeting (LTM), the ten state priorities were the focal point of numerous discussions. The direction the Leadership Team took was to determine which priorities would have the greatest immediate impact on student outcomes, as well as which priorities most closely embraced the OCDE and ACCESSS Strategic Plans. The two priorities selected were *Implementation of State Standards* and *School Climate,* as these address the conditions of learning, pupil outcomes, and engagement as related to the critical needs of the significant subgroups represented throughout ACCESS. The draft version of the OCDE LCAP was shared at the April Leadership Meeting. During the meeting, academic and behavioral supports available throughout ACCESS were discussed. It was decided that while behavioral interventions were in place and addressed, additional academic remediation services were needed. The LCAP was amended to include these identified needs. The LCAP draft was reviewed by the Curriculum and Standards Committee, and they affirmed the alignment to the critical needs of the program.

Involvement Process	Impact on LCAP
1. Identify strengths and areas for improvement within our program. 2. Determine program priorities, and outline current services and needs. 3. Assess evaluation tools and data currently available. 4. Create strategic goals and develop a formal ACCESS Strategic Plan aligned with OCDE Strategic Plan and LCAP requirements. 5. Select two areas of focus for the LCAP based on input from Leadership Team members. 6. ACCESS leadership staff were selected to facilitate the following advisory committees: Parent, Stakeholder, Foster Youth, English Learner (EL), Bargaining Unit, and Budget. 7. Review the draft version of the ACCESS LCAP document. **Special Schools** • The Special Schools Leadership Team conducted discussions regarding their Strategic Plan. • The Chief of Special Schools presented the draft Strategic Plan to principals and school staff at all school sites on the following dates in 2014: 2/4, 2/5, 2/6, 2/12, 2/13, 2/14, 2/17, 2/20, 2/26, 2/28, 3/4, and 3/7. • Special Schools' parents and stakeholders were invited to attend all Advisory Committees (General, EL, and Foster Youth). • Specialized surveys were developed and distributed to all Deaf and Hard of Hearing Program (DHH) students and parents, and their input was used for the LCAP. • All other parents were given the parent survey for input.	**Special Schools** The Chief of Special Schools met with all staff to elicit input regarding the LCAP and the use of LCFF funds. Staff appreciated the opportunity to share their ideas and requested to be kept involved in this process. Questions regarding classified and certificated negotiations were discussed, and consequently, two Special Schools employees volunteered to be members of the classified union's LCFF committee. During discussions with the leadership team of Special Schools, members requested to continue to be updated on a regular basis in order to provide a forum for on-going input. Of particular interest was staff development targeted to the Unique Learning System program (ULS), additional staff development aligned with identified LCFF activities, and an evaluation process to determine effective interventions and programs. All input was incorporated into the LCAP.

Involvement Process	Impact on LCAP
Parents and Families of OCDE Students	*Parents and Families of OCDE Students*
The initial LCFF and LCAP Parent Information Meeting was held on the evening of March 10, 2014 at the Orange County Department of Education (OCDE) in Costa Mesa, California. Participants were provided with an overview of the LCFF and LCAP. In addition, school administrators from ACCESS and Special Schools presented information about their programs, and also discussed upcoming opportunities for parent input regarding the LCAP. Bilingual staff interpreted for Spanish-speaking parents during the meeting. Interested parents signed up to serve on one of the following three advisory committees: General Parent, English Learner Parent, or Foster Youth.	At the initial LCFF and LCAP Parent Information Meeting on March 10, 2014, and the subsequent Regional Parent Outreach Meetings held throughout March and April, parents identified the following top three priorities out of a list of twelve options to be addressed in the LCAP. Out of a total of 78 surveys, the priorities chosen by parents were as follows:
	#1: College and Career Readiness
	#2: Career Tech Classes
	#3: School Safety
- Approximately 5,600 notification letters, mailed on February 21, 2014, were sent to families whose children are enrolled in the Alternative, Community, and Correctional Education Schools and Services (ACCESS) and Special Schools programs. - Flyers were posted and distributed at all school offices and classrooms. - A second letter inviting families who regularly participate in school activities was mailed to further encourage attendance at this meeting. - Family Community Liaisons (FCLs) personally contacted families to request their attendance at this important event. - All letters and materials were provided in English and Spanish. - Transportation was provided when requested. - Child care was available during the meeting. - For parents who were unable to attend this meeting, the letter offered information about the three advisory committees and gave instructions on how to participate in future events.	At the EL Parent and General Parent Advisory Committee meeting on April 3, 2014, parents found the current schoolwide goals as outlined in the OCDE Strategic Plan to be in alignment with the three priorities identified above. The ACCESS Leadership Team similarly noted such alignment. Therefore, the Identified Needs within the LCAP do reflect the educational concerns and interests of parents and support the direction of OCDE's academic programs.

At the second General Parent and EL Parent Advisory Committee meeting on April 22, 2014, the most recent draft version of the LCAP was presented. Parents were asked to provide input on the document and share feedback about their child's school experience from their viewpoint.

At these parent meetings, several themes emerged which have been addressed in the LCAP. These themes were as follows:

Parents understood the importance of parent involvement and provided suggestions for how to improve parent engagement in ACCESS, as well as for improving communication between home and school. Parents expressed the desire for the school to support college and career readiness (i.e. via increased community partnerships). Parents requested technology-embedded assignments and for |
| Regional Parent Outreach Meetings took place on the following dates in 2014: 3/18, 3/29, 4/1, 4/2, 4/9, 4/10, 4/16, and 4/23. These parent events and meetings were held at OCDE school sites throughout Orange County. At each event, a brief overview of the LCFF and LCAP | |

Involvement Process	Impact on LCAP
requirements was presented, and parents were requested to participate on one of the three Advisory Committees. Input was solicited from parents regarding LCAP priorities for OCDE school programs. The General Parent and EL Parent Advisory Committees each met on April 3, 2014 and April 22, 2014. At these meetings, the following was discussed: • Committee members continued the LCAP discussion, gave more specific input, and made recommendations for OCDE's educational programs. • Committee members completed surveys assessing their perception of the quality of the school program including academic rigor, school safety and security, school climate, communication, and parent involvement opportunities. The results from this survey were incorporated into the LCAP. • Web-based, video conferencing technology allowed committee members from different parts of Orange County to participate in these meetings.	students to have increased access to technology in the classroom. • Parents raised concerns about transportation. • Parents wanted improved relationships between teachers and students and clarity regarding teaching and learning in independent study. • Parents desired increased assistance in classrooms (i.e. paraeducators and tutors).
Stakeholders Representatives from the following organizations were provided information about LCFF and LCAP, and given a survey to assess their level of satisfaction with the LCAP identified needs, strategic priorities, and the goals aligned to the strategic priorities: Orange County Probation, Social Services, and Mental Health Departments; Juvenile Justice Commission; Public Defender's Office; District Attorney's Office; University of California, Irvine; California State University, Fullerton; Westwood College; University of Southern California; Vanguard University; Santa Ana College; Girls Incorporated of Orange County; Boys and Girls Clubs of Tustin and Santa Ana; Regional Center; California Children's Services; Department of Rehabilitation; Blue Ribbon Commission; Orange Coast College; Golden West College; and Saddleback College. A follow-up Stakeholders Advisory Committee meeting was held on May 12, 2014.	*Stakeholders* The Orange County Department of Education held a Stakeholders Committee Meeting on May 12, 2014 to review the identified needs, goals, and organization of the LCAP. Stakeholders were encouraged to share ideas, resources, and thoughts throughout this process. After the overview of the LCAP was completed, we turned to our stakeholders for input. Stakeholders suggested making the information easier to read and to provide an appendix that references the Strategic Plan. They requested to be emailed the dates of upcoming board meetings that will review and approve the LCAP. In addition, a suggestion was made to include utilizing an emergency notification system to notify students and staff of crisis situations. The OCDE Stakeholder Committee members were given the LCAP Survey to assess their level of satisfaction with the identified needs, the

Involvement Process	Impact on LCAP
	strategic priorities, and the goals aligned to the strategic priorities. From these surveys, the following themes emerged which have been incorporated into the LCAP: • Address student's social and emotional needs as well as those of marginalized student populations. • Support services should include mental health, community liaison assistance, and Positive Behavioral Intervention and Supports (PBIS).
Foster Youth **Countywide:** Foster Youth Services (FYS) led discussions with the Orange County School District Foster Youth Liaisons during their quarterly Foster Youth District Liaison Meetings on the following dates: September 13, 2013, November 15, 2013, and January 17, 2014. A handout was provided that summarized the relationship between Foster Youth Services and districts, and this relationship was discussed amongst the liaisons. Two areas that most districts were planning to address were: • Identification of the foster youth in the district • Coordination of services provided to the foster youth A follow-up email summarizing LCAP ideas and services and the Sample District LCAP provided by the California Foster Youth Education Task Force was sent to the Foster Youth District Liaisons on March 3, 2014. FYS continues to consult with districts and assists with providing data to verify the district's foster youth, and strategize as they develop their LCAPs. A Foster Youth District Liaison meeting occurred on May 16, 2014 where FYS shared the OCDE LCAP.	*Foster Youth* **Countywide:** In the spreadsheet from the Social Services Agency (SSA) sent to each district in early January 2014, the caregiver's name, address, and phone number were provided, as well as the social worker's name, email address, and phone number. The districts were able to use this information for their LCAP process, not only to cross check their foster youth, but to invite the foster youth, caregivers, child welfare, probation, and the educational rights holder to their parent engagement meetings. The collaboration between FYS and the districts highlighted the following practices that could be used to assist in the development of district LCAPs: • Awarding and accepting of partial credits • Ensuring youth receive the discussion for the Foster Youth Graduation Exemption if they change schools in their third or fourth year • Immediate enrollment for foster youth • Coordination of school of origin when they stay or change schools • Trauma-informed schools

Involvement Process	Impact on LCAP
ACCESS: - FYS Staff met at the ACCESS All-Staff Conference on January 8, 2014 and discussed ideas to improve the Foster Youth Services program. - FYS facilitated three focus groups on the following dates in 2014: April 2, April 3, and April 4. Total attendance at these meetings was 33 foster youth, 2 parents, and 4 caregivers. - On April 9, 2014, FYS facilitated the Foster Youth Advisory Committee with the following representatives: FYS staff, OCDE Special Schools Psychologist, an ACCESS Teacher, a Group Home Social Worker, and foster youth. The results of the focus groups were reviewed and draft recommendations developed for the OCDE LCAP focusing on foster youth. A parent and social worker were available to review the draft recommendations.	**ACCESS:** Information regarding the needs of foster youth attending ACCESS schools and programs was used to develop LCAP recommendations. These recommendations include expanding technology access in group home schools (Lyon, Greeley, Mary's Academy), improving school attendance, providing professional development for staff regarding trauma-informed care, and increasing physical activities, as well as cognitive, emotional, and social support for foster youth.
OCDE Students All OCDE students in academic programs were given the opportunity to complete a student survey that addressed a variety of aspects related to the academic program. For example, students were asked about academic rigor, communication between the teachers and parents, school safety, and the availability of support services.	*OCDE Students* Throughout the month of April, a locally-developed student survey was distributed to all students at OCDE school sites. Over 1,100 surveys were returned. Students overwhelmingly reported agreement with the following statements: "My school provides a good education for students." "I look forward to coming to school each day." "I feel safe while at school." "My school provides textbooks and learning materials to meet the needs of all students, including English language learners, students with disabilities, and those who are gifted." "My school prepares students for future college or career paths." Students, however, disagreed with the following statements:

Involvement Process	Impact on LCAP
	"My teacher calls or writes my parents/guardian when I am having trouble learning." "During the year, I learned about Computers/Technology." "During the year, I learned about Fine Arts." As a result of these surveys, the LCAP describes a plan for improving student and staff access to and use of computers and technology within OCDE classrooms. Students will be provided with 21st century skills to better prepare them for their future goals. And, actions and services to enhance parent and stakeholder involvement are outlined in the Plan. Consequently, survey results align with OCDE's LCAP *Identified Needs*: • 21st Century skills and technology for students. • Collaboration and partnerships with stakeholders. • Preparing students to be college, career, and life-ready.
Bargaining Units All Certificated (Orange County School Educators Association-OCSEA) and Classified (California School Employees Association-CSEA) staff were given LCFF/LCAP information and invited to provide input via email or in person to their administrator or supervisor between the dates of January 8 and April 21, 2014. In addition, reminders were sent regarding the request for input. A status update on the LCAP process was provided at the OCSEA meeting with their representatives on April 7, 2014 at the California Teachers Association office, and at the CSEA meeting with their representatives on April 8, and 21, 2014 at the main office at OCDE. A draft LCAP was provided to both groups on May 20, 2014.	***Bargaining Units*** Both bargaining units submitted input. They expressed an interest to ensure added professional development, provide additional student resources for mental health, tutoring, and transition support, and to upgrade technology and increase band-width throughout OCDE schools. This input was received verbally and via email and incorporated into the LCAP.
Public Comment Meeting During the June 11, 2014 Orange County Board of Education Meeting, public comments were provided by the following groups and	***Public Comment Meeting*** At the June 11, 2014 Board of Education Meeting, all individuals who spoke were complimentary and supportive of the goals and objectives of

Involvement Process	Impact on LCAP
organizations: OCSEA; University of California, Irvine; University of Southern California; Orange County Social Services Agency; and a parent of an OCDE student.	the LCAP. In particular, the presenters appreciated the focus on technology, the efforts to increase parent involvement and partnerships, and the direct allocation of funds to support the academic and social-emotional needs of at-risk youth. Comments included the recognition and appreciation for the collaborative approach taken to ensure inclusion of staff, students, OCDE parents, and stakeholders, and the focus on outcomes. Identifying the LCAP as a "plan for success" and encouragement to the Board to "move forward and approve the LCAP" were stated by speakers.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

	Goals				**What will be different/improved for students? (based on identified metric)**			**Related State and Local Priorities**
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update: Analysis of Progress**	**LCAP YEAR Year 1: 2014-15**	**Year 2: 2015-16**	**Year 3: 2016-17**	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Identified Need **A:** *Effective use of technology for teaching and learning to promote 21st Century skills*	*Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:*							
A. 1. *Metrics: Smarter Balance Assessment Consortium (SBAC) Readiness Tool; National Center and State Collaborative (NCSC) Alternate Assessment; Computer inventory*	**A. 1.** Increase bandwidth, connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.	**A. 1.** All Pupils	**A. 1.** All Schools		**A. 1.** Installation of ATT Switched Ethernet circuits to each ACCESS site. Bandwidth will be 20 MB with the capability to increase up to 1 GB. Replace switches and routers at each ACCESS site to accommodate new circuits. Some sites	**A. 1.** Increase capacity of any circuit requiring additional bandwidth up to 1 GB. Complete wireless upgrade in the classrooms. Continue deployment of server and software for Virtual Desktop	**A. 1.** Increase capacity of any circuit requiring additional bandwidth up to 1 GB. Adjust wireless capability to meet any new instructional requirements.	**A. 1.** Basic Services, Pupil Engagement; Course Access; Pupil Achievement; Other Pupil Outcomes

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spreadsheet for all sites					may use wireless hot spots for distant buildings with one teacher. Evaluate existing wireless capabilities and requirements in the classrooms and upgrade as needed. Deploy server and software infrastructure for Virtual Desktop Infrastructure (VDI) roll out.	Infrastructure (VDI) roll out.		
A.2. *Metrics: Technology Access and Usage Surveys for Staff, Students, and Parents*	A. 2. Increase staff and student utilization of technology in instruction and learning.	A. 2. All Pupils	A. 2. All Schools		A. 2. From a 2013-14 established baseline, increase the ratio of usable computers/devices available for students to 1:6.5	A. 2. Increase the ratio of usable computers/devices available for students to 1:5.5 for ACCESS Community Schools, 1:3 for	A. 2. Increase the ratio of usable computers/devices available for students to 1:4.5 for ACCESS Community	A. 2. Basic Services; Increase Implementation of State Standards; Pupil Engagement; Course Access; Pupil

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					for ACCESS Community Schools, 1:4 for ACCESS Juvenile Court Schools, and 1:15 for CHEP/PCHS Schools.	ACCESS Juvenile Court Schools, and 1:11 for CHEP/PCHS.	Schools, 1:2.5 for ACCESS Juvenile Court Schools, and 1:8 for CHEP/PCHS.	Achievement
A.3. *Metrics: Technology Access and Usage Surveys for Staff, Students, and Parents; National Center and State Collaborative (NCSC) Alternate Assessment*	A. 3. Expand the percentage of students using technology that is incorporated into 21st Century assignments that require deeper learning (for example, increase student access to World Book Online, Revolution	A.3. All ACCESS and D/HH Pupils	A. 3. All ACCESS and D/HH Schools		A. 3. Determine the percentage of students using technology to complete assignments to establish a baseline, as evaluated by student and staff surveys.	A. 3. The percentage of students using technology to complete assignments will increase by an additional 5% from the established baseline, as determined by student and staff surveys.	A. 3. The percentage of students using technology to complete assignments will increase by an additional 5% from the previous year, as determined by student and staff surveys.	A. 3. Basic Services; Pupil Engagement; Course Access; Pupil Achievement; Other Pupil Outcomes; Implementation of State Standards

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	Prep, Smart Science, and Discovery Learning for academic support).							

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Identified Need B: *Enhanced collaboration and partnerships among stakeholders*	**Goal B:** *Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:*							
B. 1. *Metrics: Numbers of parents attending events and meetings; School Accountability Report Card (SARC) data, i.e. suspension, dropout, attendance, and graduation rates;*	**B. 1.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent	**B. 1.a.** All Pupils	**B. 1.a.** All Schools		**B. 1.a.** Current student dropout rate of 9% will decrease to 8.75% through increased parent engagement via individual conferences and Information Nights, email and text messages, Parent Committees, School Consultation Team	**B. 1.a.** Student dropout rates will decrease to 8.5%.	**B. 1.a.** Student dropout rates will decrease to 8.25%.	**B. 1.** Parent Involvement; Pupil Engagement; School Climate; Pupil Achievement; Other Pupil Outcomes

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number of adult program placements; numbers of students achieving independence; frequency rate of behavioral and emergency interventions	involvement and student achievement.				(SCT) Meetings, Individual Education Plans (IEPs), and Parent Orientations and Trainings will have a positive impact on student daily attendance leading to lower dropout rates.			
		B. 1.b. All ACCESS Community School Pupils	B. 1.b. All ACCESS Community Schools		B. 1.b. Increase the annual average daily attendance rate from 82.7% to 83% in ACCESS Community Schools.	B.1.b. Increase the annual average daily attendance rate to a minimum of 83.2% in ACCESS Community Schools.	B. 1.b. Increase the annual average daily attendance rate to a minimum of 83.4% in ACCESS Community Schools.	
		B. 1.c. All Special Schools Pupils	B. 1.c. All Special Schools		B. 1.c. Increase parent satisfaction with the Special Schools	B. 1.c. Increase parent satisfaction with the Special Schools	B. 1.c. Increase parent satisfaction with the Special Schools	

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					program through individual conferences and information nights, email and text messages, parent committees, School Consultation Team (SCT) Meetings, Individual Education Plans (IEPs), and Parent Orientations and Trainings.	program through individual conferences and information nights, email and text messages, parent committees, School Consultation Team (SCT) Meetings, Individual Education Plans (IEPs), and Parent Orientations and Trainings.	program through individual conferences and information nights, email and text messages, parent committees, School Consultation Team (SCT) Meetings, Individual Education Plans (IEPs), and Parent Orientations and Trainings.	
B. 2. *Metrics: Number of contracts for services; number of grants awarded; number of adult program placements*	B. 2. Identify, develop, and renew partnerships and increase stakeholder and agency linkages with those	B. 2.a. All Pupils **Focus Subgroups:** Expelled Youth, Latino, Foster	B. 2.a. All Schools		B. 2.a. Increase the number of grants obtained and service contracts initiated by 5% from the 2013-14 baseline as a result of partnerships that	B. 2.a. Increase the number of grants awarded and service contracts initiated by 5% from the 2014-15 baseline as a result of partnerships	B. 2.a. Increase the number of grants awarded and service contracts initiated by 5% from the 2015-16 baseline as a result of partnerships	B. 2. Foster Youth; Expelled Youth; School Climate; Pupil Engagement; Other Pupil Outcomes

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	listed in the *Involvement Process* above, to maximize resources for students, including the exploration of county-operated charter school opportunities.	Youth, EL, Lower Socio-economic, Special Education			focus on health, counseling, job training, internships, and life skills for students.	that focus on health, counseling, job training, internships, and life skills for students.	that focus on health, counseling, job training, internships, and life skills for students.	
		B. 2.b. All ACCESS Pupils	**B. 2.b.** All ACCESS Schools		**B. 2.b.** Expand extra-curricular opportunities by one for students that focus on vocational and performing arts.	**B. 2.b.** Increase extra-curricular opportunities by one that focuses on vocational and performing arts for students.	**B. 2.b.** Evaluate to determine the level of interest and participation of additional extra-curricular vocational and performing arts opportunities for students.	
		B. 2.c. All ACCESS Pupils	**B. 2.c.** All ACCESS Schools		**B. 2.c.** Investigate targeted student populations appropriate for charter schools.	**B. 2.c.** Based upon feasibility of the charter school options, identify student needs to	**B. 2.c.** Based upon interest, begin to collect parent/teacher signatures for a	

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						be addressed.	possible charter school petition.	
		B. 2.d. All Special Schools Pupils	B. 2.d. All Special Schools		B. 2.d. Increase the number of adult program placements offered after graduation for students with severe disabilities by 2% from the previous year.	B. 2.d. Increase the number of adult program placements offered for students with severe disabilities after graduation by 2% from the previous year.	B. 2.d. Increase the number of adult program placements offered for students with severe disabilities after graduation by 2% from the previous year.	
B. 3. *Metrics: School Accountability Report Card (SARC) data, i.e. suspension, dropout, attendance, and graduation rates; Number of adult*	B. 3. Expand instructional and behavioral interventions and support services to address the critical needs of students.	B. 3.a. All ACCESS Pupils **Focus Subgroups:** Expelled Youth; Foster Youth; All	B. 3.a. All ACCESS Schools		B. 3.a. Improve attendance and lower dropout rates, as listed above.	B. 3.a. Improve attendance and lower dropout rates, as listed above.	B. 3.a. Improve attendance and lower dropout rates, as listed above.	B. 3. Student Achievement; Student Engagement; Other Student Outcomes; School Climate

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program placements; numbers of students achieving independence; frequency rate of behavioral and emergency interventions		Significant Subgroups B. 3.b. All Special Schools Pupils: Ages 16-22	B. 3.b. All Special Schools		B. 3.b. Increase to 70% the achievement of independence as indicated within IEPs for students with severe disabilities.	B. 3.b. Increase to 75% the achievement of independence as indicated within IEPs for students with severe disabilities.	B. 3.b. Increase to 80% the achievement of independence as indicated within IEPs for students with severe disabilities.	
		B. 3.c. All Special Schools Pupils	B. 3.c. All Special Schools		B. 3.c. Reduce the frequency and duration of behavioral interventions and emergencies from baseline by 2.5%.	B. 3.c. Reduce the frequency and duration of behavioral interventions and emergencies by 2.5% from the previous year.	B. 3.c. Reduce the frequency and duration of behavioral interventions and emergencies by 2.5% from the previous year.	
B. 4. *Metrics: Tri-Annual Expulsion*	B. 4. Collaborate and coordinate	B. 4. Expelled Youth	B. 4. All Orange County		B. 4. Academic options for expelled youth	B. 4. Monitor the effectiveness of	B. 4. Compile data regarding the	B. 4. Expelled Youth; School Climate;

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Plan with included services	county-wide Expulsion Plan with all districts to serve expelled youth.		Schools, including OCDE LEA Schools		will be improved by identifying gaps in services in the existing countywide tri-annual Expulsion Plan.	the countywide tri-annual Expulsion Plan.	identified gaps and the effectiveness of the interventions. Begin collaboration for revising the countywide tri-annual Expulsion Plan for the new three-year cycle.	Pupil Engagement; Pupil Achievement
B. 5. *Metrics: Foster Youth Services Plan (FYSP) with included services; CAHSEE, suspension, dropout, attendance, and graduation rates for foster youth*	B. 5. Develop and implement a FYSP for foster youth.	B. 5. Foster Youth	B. 5. **Year 1:** Lyon School **Year 2:** Greeley School, Mary's Academy, and La Habra Community School **Year 3:** LEA-wide		B. 5. Create a workgroup with partners from child welfare, probation, youth, teacher, mental health, and Foster Youth Services to develop a FSYP. Pilot the FYSP at Lyon School in the spring term.	B. 5. Continue the FYSP at Lyon School and expand the services to include Greeley School, Mary's Academy, and La Habra Community School.	B. 5. Implement FYSP LEA-wide.	B. 5. Foster Youth; Basic Services; Parent Participation; Pupil Achievement; Pupil Engagement

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B. 6. *Metrics: FYSP with included services; CAHSEE, suspension, dropout, attendance, and graduation rates for foster youth*	B. 6. Systemize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services.	B. 6. Foster Youth	B. 6. All Orange County districts, including OCDE LEA Schools		B. 6. Develop academic baseline data for foster youth when the identified foster youth data is received from the California Department of Education (CDE) and California Department of Social Services (CDSS).	B. 6. Baseline plus 5% increase in state measures that include Smarter Balance Assessments, CAHSEE passage, and graduation rate.	B. 6. Baseline plus 10% increase in state measures that include Smarter Balance Assessments, CAHSEE Passage, and graduation rate.	B. 6. Parent Involvement; Pupil Engagement; Pupil Achievement; School Climate; Other Pupil Outcomes

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Identified Need C: *Students prepared to be college, career, and life-ready*	*Goal C:* *Students will increase competencies that prepare them for success in college, career, and life by the following:*							
C. 1. *Metrics: Performance on standardized tests: CAHSEE, California English Language Development Test (CELDT), California Alternate Performance Assessment (CAPA); Annual*	C. 1. Incorporate instructional strategies that integrate 21st Century skills through the implementation of California State Standards and California's English Language	C. 1.a. All ACCESS Pupils and D/HH Pupils **Focus Subgroups:** All significant subgroups	C. 1.a. All ACCESS Schools and D/HH Schools		C. 1.a. Increase use of Smarter Balance practice tests. Improve CAHSEE proficiency rate for all significant subgroups in English Language	C. 1.a. Improve participation rate on Smarter Balance Assessments by 1% from previous year. Improve ELA CAHSEE passage rate by an additional 1%.	C. 1.a. Improve participation rate on Smarter Balance Assessments by 1% from previous year. Improve ELA CAHSEE passage rate by an additional 1%.	C. 1. Pupil Achievement, Pupil Engagement, Implementation of State Standards; Course Access; Other Student Outcomes

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Measurable Achievement Objective (AMAO) 1, 2, 3; graduation rate; number of students enrolling in college; attendance rates; teacher assignments *(Based on the SARC, all sites are in good repair and Williams compliant in textbooks and facilities, and no further action is needed. Advanced Placement passage rates not included due to a minimum number*	Development (ELD) Standards while maintaining appropriately assigned teachers.				Arts (ELA) from 49.7% to 50.7%. Improve CAHSEE proficiency rate for all significant subgroups in Math from 43.4% to 44.4%. CELDT: To meet federally defined targets for EL students, 60% of EL students will advance at least one level on the CELDT for the 2014-15 school year. Increase current graduation rate from 85.85% to 86.1% for students in the program with	Improve Math CAHSEE passage rate by an additional 1%. CELDT: 61% of EL students will advance at least one level on the CELDT for the 2015-16 school year. Increase graduation rate by an additional .25% from the previous year for students	Improve Math CAHSEE passage rate by an additional 1%. CELDT: 62% of EL students will advance at least one level on the CELDT for the 2016-17 school year. Increase graduation rate by an additional .5% from the previous year for students	

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of students taking AP Exams annually.)					a minimum of 160 credits by September 2014. Students will have appropriately assigned teachers in the core subjects.	in the program with a minimum of 160 credits by September 2015. Students will have appropriately assigned teachers in the core subjects.	in the program with a minimum of 160 credits by September 2016. Students will have appropriately assigned teachers in the core subjects.	
		C. 1.b. All ACCESS Pupils	C. 1.b. All ACCESS Schools		C. 1.b. Increase tutor support at school sites ACCESS-wide from baseline.	C. 1.b. Increase tutor support at school sites ACCESS-wide from baseline.	C. 1.b. Evaluate and determine additional need for tutor support at school sites.	
		C. 1.c. All D/HH Pupils	C. 1.c. All D/HH Schools		C. 1.c. Increase the number of college or career placements for D/HH students by 1% from the	C.1.c. Increase the number of college or career placements for D/HH students by 1% from the	C. 1.c. Increase the number of college or career placements for D/HH students by 1% from the	

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					previous year's graduating class.	previous year's graduating class.	previous year's graduating class.	
C. 2. *Metrics: Performance on standardized tests: CAHSEE, California English Language Development Test (CELDT), CAPA; Annual Measurable Achievement Objective (AMAO) 1, 2, 3; graduation rate; number of students enrolling in college; attendance rates; teacher assignments*	C. 2. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards.	C. 2.a. All Pupils C. 2.b. All ACCESS Pupils, and D/HH Pupils	C. 2.a. All Schools C. 2.b. All ACCESS and D/HH Schools		C. 2.a. Increase alignment between assignments and California State Standards. C. 2.b. Increase the use of Smarter Balance practice tests. Improve CELDT and CAHSEE results, and	C. 2.a. Increase student assignments in Project-Based Learning, or hands-on learning applicable for Special Schools students. C. 2.b. Improve student assessment results on Smarter Balance Assessments by 1% from previous year. Improve CELDT and CAHSEE	C. 2.a. Increase student assignments in Project-Based Learning, or hands-on learning applicable for Special Schools students. C. 2.b. Improve student assessment results on Smarter Balance Assessments by 1% from previous year. Improve CELDT and CAHSEE	C. 2. Course Access Implementation of State Standards; Pupil Engagement; Pupil Achievement; Other Student Outcomes

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					graduation rate as listed above.	results, and graduation rate as listed above.	results, and graduation rate as listed above.	
		C. 2.c. All ACCESS Pupils, and D/HH Pupils	C. 2.c. All ACCESS and D/HH Schools		C. 2.c. Expand and improve EL instruction to meet the goal written above of 60% of EL students advancing at least one level on the CELDT for the 2014-15 school year.	C. 2.c. Expand and improve EL instruction to meet the goal written above of 61% of EL students advancing at least one level on the CELDT for the 2015-16 school year.	C. 2.c. Expand and improve EL instruction to meet the goal written above of 62% of EL students advancing at least one level on the CELDT for the 2016-17 school year.	
		C. 2.d. All Special Schools Pupils	C. 2.d. All Special Schools		C. 2.d. 70% of IEP goals met for students with severe disabilities.	C. 2.d. 75% of IEP goals met for students with severe disabilities.	C. 2.d. 80% of IEP goals met for students with severe disabilities.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
C. 3. *Metrics: number of professional development trainings; appropriately assigned teachers*	C. 3. Retain highly qualified certificated staff to provide effective and targeted instruction.	C. 3. All Pupils	C. 3. All Schools		C. 3. Students will have access to highly qualified teachers who have received professional development targeting effective instructional strategies.	C. 3. Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies.	C. 3. Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies.	C. 3. Basic Services; Pupil Engagement; Course Access; Pupil Achievement; Other Pupil Outcomes
C. 4. *Metrics: number of professional development trainings; appropriately assigned support staff*	C. 4. Retain highly qualified certificated support staff providing student services within Special Schools and alternative settings.	C. 4. All Pupils	C. 4. All Schools		C. 4. Retain highly qualified certificated support staff to ensure quality student services for all pupils.	C. 4. Continue to retain highly qualified certificated support staff to ensure quality student services for all pupils.	C. 4. Continue to retain highly qualified certificated support staff to ensure quality student services for all pupils.	C. 4. Basic Services; Pupil Engagement; Course Access; Pupil Achievement; Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
C. 5. *Metrics: number of professional development trainings; appropriately assigned support staff*	C. 5. Retain classroom and individual student support staff to assist students with academic achievement.	C. 5. All Pupils	C. 5. All Schools		C. 5. Retain the number of highly qualified paraeducators and other instructional support staff.	C. 5. Continue to retain the number of highly qualified paraeducators and other instructional support staff.	C. 5. Continue to retain the number of highly qualified paraeducators and other instructional support staff.	C. 5. Basic Services; Pupil Engagement; Course Access; Pupil Achievement; Other Pupil Outcomes
C. 6. *Metrics: SARC data, i.e. suspension, dropout, attendance, and graduation rates; number of GEDs earned*	C. 6. Develop a school Progressive Discipline Plan.	C. 6. All ACCESS Pupils **Focus Subgroups:** Institutional Students, Foster Youth, Expelled Students	C. 6. All ACCESS Schools		C. 6. Consistent Progressive Discipline Plan communicated to all staff and students.	C. 6. Increase support services for all students.	C. 6. Continue to increase support services for all students.	C. 6. Pupil Achievement; Pupil Engagement; Parent Involvement; School Climate

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes? /
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal A: *Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:*							
A. 1. Increase bandwidth, connectivity, reliability, and infrastructure throughout OCDE schools so all students have access.	A. 1. Basic Services; Pupil Engagement; Course Access; Pupil Achievement; Other Pupil Outcomes	A. 1. Purchase and improve technical equipment that will increase bandwidth connectivity at OCDE school sites. Install or modify existing circuits to ACCESS sites to increase bandwidth. Replace existing	A. 1. LEA-wide		A. 1. Support technology devices and network infrastructure to meet device-to-student ratio. Upgrade existing circuits to ACCESS sites and replace switches and	A. 1. Support technology devices and network infrastructure to meet device-to-student ratio. Continue to review and assess connectivity at ACCESS sites	A. 1. Support technology devices and network infrastructure to meet device-to-student ratio. Continue to review and assess connectivity at ACCESS sites and modify and add equipment as

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		router hubs associated with ACCESS sites with devices to meet the requirements of the new circuits that are being installed or modified to increased bandwidth at ACCESS sites. Continue deployment of server and software for Virtual Desktop Infrastructure (VDI) roll out.			routers at each ACCESS site to accommodate new circuits. **$700,000 (LCFF funds)** Increased monthly cost for new circuits. **$30,000 (LCFF funds)** Upgrade Thin Client in ACCESS sites and implement VDI for ACCESS Administrative services. **$75,000 (LCFF funds)** Add additional licenses (VM Ware) for Virtual Desktops **$50,000 (LCFF funds)**	and modify and add equipment as needed. **$50,000 (LCFF funds)** On-going increase in monthly cost for new circuits. **$30,000. (LCFF funds)** Continue to upgrade Thin Clients in ACCESS and implement VDI for ACCESS Administrative services. **$75,000 (LCFF funds)** Evaluate need to increase require licenses (VM Ware) for Virtual Desktops **$10,000 (LCFF funds)**	needed. **$50,000 (LCFF funds)** On-going increase in monthly cost for new circuits. **$30,000 (LCFF funds)** Evaluate VDI in ACCESS classrooms and administrative units. Modify as needed. **$25,000 (LCFF funds)** Evaluate need to increase require licenses (VM Ware) for Virtual Desktops **$10,000 (LCFF funds)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Monitor and evaluate wireless infrastructure and usage, upgrade as needed. Assess staffing and adjust to meet demands for updated technology to by utilized by students.			Update Wireless Access Points. **$20,000 (LCFF funds)** Information Technology will realign staffing to support the updated network infrastructure and the new and additional devices students will use.	Update Wireless Access Points. **$20,000 (LCFF funds)** Information Technology will realign staffing to support the updated network infrastructure and the new and additional devices students will use.	Update Wireless Access Points. **$20,000 (LCFF funds)** Information Technology will realign staffing to support the updated network infrastructure and the new and additional devices students will use.
A. 2. Increase staff and student utilization of technology in instruction and learning.	**A. 2.** Basic Services; Increase Implementation of State Standards; Pupil Engagement; Course Access; Pupil	**A. 2.** Purchase computers and devices.	**A. 2.** LEA-wide		**A. 2.** Purchase computers and devices to satisfy goals to achieve specific student-to-computer ratios identified above in Section 2 for	**A. 2.** Purchase computers and devices to satisfy goals to achieve specific student-to-computer ratios identified for Juvenile	**A. 2.** Purchase computers and devices to satisfy goals to achieve specific student-to-computer ratios identified for Juvenile Institutions,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Achievement	Provide online courses as a tool for staff to integrate into instruction and increase instructional pathways to students utilizing technology.			Juvenile Institutions, Community Schools, and CHEP/PCHS. Estimated number of devices: 141 **$99,870 (LCFF funds)**	Institutions, Community Schools, and CHEP/PCHS. Estimated number of devices: 184 **$109,047 (LCFF funds)**	Community Schools, and CHEP/PCHS. Estimated number of devices: 232 **$172,090 (LCFF funds)**
					Purchase and implement GradPoint Online Learning Solution. **$207,306 and $21,600 (LCFF funds)** for extensive training.	Continue to offer GradPoint Online Learning Solution. **$207,306 and $21,600 (LCFF funds)** for extensive training.	Continue to offer GradPoint Online Learning Solution. **$207,306 and $21,600 (LCFF funds)** for extensive training.
A. 3. Expand the percentage of students using technology that is incorporated into 21st	**A. 3.** Basic Services; Pupil Engagement; Course Access; Pupil Achievement;	**A. 3.a.** Professional development for certificated and classified staff to implement educational	**A. 3.a.** ACCESS- and D/HH-wide		**A. 3.a.** Provide PD 360 for 90 staff. **$17,000 (LCFF funds)**	**A. 3.a.** Provide PD 360 for 120 staff. **$23,000 (LCFF funds)**	**A. 3.a.** Provide PD 360 for 150 staff. **$28,900 (LCFF funds)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Century assignments that require deeper learning (for example, increase student access to World Book Online, Revolution Prep, Smart Science, and Discovery Learning for academic support).	Other Pupil Outcomes; Implementation of State Standards	software and technology-based curriculum resources. Assess student usage of technology.			By September 30, 2014, survey staff and students to determine the baseline level of technology usage in student assignments and students' access to technology at home.	By September 30, 2015, survey staff and students to determine the increased usage of technology in student assignments and students' access to technology at home.	By September 30, 2016, survey staff and students to determine the increased usage of technology in student assignments and students' access to technology at home.
		A. 3.b. Hire an Educational Tech User Support Assistant to provide specialized, individual training for teachers for Science, Technology, Engineering, and	A. 3.b. ACCESS-wide		A. 3.b. Hire an Educational Tech User Support Assistant to support staff in the implementation of educational	A. 3.b. Maintain the Educational Tech User Support Assistant funding. Create model classrooms to showcase	A. 3.b. Maintain the Educational Tech User Support Assistant funding. Staff development/peer-to-peer observation of model classrooms

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Math (STEM) related web-based products.			software. **$70,000 (LCFF funds)**	effective use of instructional technology in each AU. **$72,000 (LCFF funds)**	in each AU. **$75,000 (LCFF funds)**
		A. 3.c. Provide software and training for certificated and classified staff to support IEP goals.	**A. 3.c.** Special Schools-wide		**A. 3.c.** Renew subscription for Unique Learning System (ULS) and News 2 You. **$18,400 (LCFF funds)**	**A. 3.c.** Continue ULS and News 2 You. **$19,000 (LCFF funds)**	**A. 3.c.** Continue ULS and News 2 You. **$19,500 (LCFF funds)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal B: *Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:*							
B. 1. Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	**B. 1.** Parent Involvement; Pupil Engagement; School Climate; Pupil Achievement; Other Pupil Outcomes	**B. 1.a.** Conduct regularly scheduled LCAP Parent and EL Advisory Committee meetings. Provide refreshments at parent meetings and events, and interpretation/ translation services for Spanish-speaking parents.	**B. 1.a.** LEA-wide		**B. 1.a.** Produce OCDE-wide calendar of all parent events. Provide refreshments at OCDE parent meetings and events, and interpretation/ translation services. **$2,000 (LCFF funds)**	**B. 1.a.** Provide leadership training for parents to facilitate future meetings and events. Maintain funding for refreshments and certified interpretation/ translation services. **$2,000 (LCFF funds)**	**B. 1.a.** Conduct on-going leadership training for parents. Maintain funding for refreshments and interpretation/ translation services. **$2,000 (LCFF funds)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Utilize a phone system to communicate critical information to parents.			Phase in the Honeywell Emergency System for communicating essential information to parents.	Expand the use of the Honeywell Emergency System for communicating essential information to parents.	Utilize the Honeywell Emergency System for communicating essential information to parents.
		B. 1.b. Increase the number of parenting classes and events.	B. 1.b. ACCESS-wide		B. 1.b. Increase collaboration with stakeholders to identify parent education programs by obtaining literature, attending community meetings, and inviting key stakeholder personnel to ACCESS meetings.	B. 1.b. Continue to increase collaboration with stakeholders to identify parent education programs.	B. 1.b. Evaluate current effectiveness of stakeholder services.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Develop an ACCESS-wide parent calendar to monitor parent activities within each AU.			Develop and coordinate ACCESS-wide parent activities. Each AU will conduct at least one parent information night during the school year. **$3,000 (LCFF funds)**	Each AU will conduct at least one parent information night in the fall and spring. **$6,000 (LCFF funds)**	Each AU will conduct at least one parent information night in the fall and spring. **$6,000 (LCFF funds)**
		Pilot a system to provide parents with improved access to student academic information, and train staff and parents to utilize the system.			Pilot Aeries.Net to provide parents access to student progress and information (i.e. attendance, transcripts). **$10,000 (LCFF funds)** Train staff to use the system. **$ 1,500 (LCFF funds)**	Implement use of Aeries.Net across ACCESS. **$4,000 training cost (LCFF funds)**	Maintain funding for Aeries.Net and explore other features of Aeries.Net, such as Analytics, online registration, etc. **$4,000 possible training on expanded features (LCFF funds)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Hire staff to manage the student information system and provide on-going training for staff and parents.			Hire one Program Data Technician to oversee Aeries.Net , maintain content, provide desktop support, and manage system functionality. **$79,682 (LCFF funds)** Provide training for use of Aeries.Net to staff. Present Aeries.Net at contact points with parents (i.e. parent nights, enrollment, etc.). **$1000 for materials (LCFF funds)**	Maintain fund for staff to manage Aeries.Net. **$80,877 (LCFF funds)** Provide training for use of Aeries.Net to staff. Present Aeries.Net at contact points with parents (i.e. parent nights, enrollment, etc.). **$1000 for materials (LCFF funds)**	Maintain fund for staff to manage Aeries.Net. **$79,682 (LCFF funds)** Provide training for use of Aeries.Net to staff. Present Aeries.Net at contact points with parents (i.e. parent nights, enrollment, etc.). **$1,000 for materials (LCFF funds)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		B. 1.c. Enhance the IEP process via improved and timely communication with parents and stakeholders, and survey the level of parent satisfaction.	B. 1.c. Special Schools-wide		B. 1.c. Initiate parent contact 60 days prior to annual IEP date to increase parent participation at annual IEP meetings by 2%. Develop and implement an annual survey to measure parent satisfaction.	B. 1.c. Initiate parent contact 60 days prior to annual IEP date to increase parent participation at annual IEP meetings by 2% from previous year. Based on survey results, determine areas for improvement.	B. 1.c. Initiate parent contact 60 days prior to annual IEP date to increase parent participation at annual IEP meetings by 2% from previous year. Continue to monitor and assess survey results.
B. 2. Identify, develop, and renew partnerships and increase agency linkages with those listed in the Involvement Process above, to maximize resources for	B. 2. Foster Youth, Expelled Youth, School Climate; Pupil Engagement; Other Pupil Outcomes	B. 2.a. Apply for grants that expand student support services focused on health, counseling, job training, internships, and life skills. Improve communication with our agency partners.	B. 2.a. LEA-wide		B. 2.a. Create a Leadership Team sub-committee to investigate grant opportunities published in the OCDE monthly Funding Tree newsletter that are applicable to	B. 2.a. The OCDE grant-writers will apply for applicable grants based on input from the sub-committee.	B. 2.a. The OCDE grant-writers will apply for applicable grants based on input from the sub-committee.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
students, including the development of county-operated charter school opportunities.					ACCESS students.		
		B. 2.b. Provide resources to enhance the vocational and performing arts opportunities for students.	**B. 2.b.** ACCESS-wide		**B. 2.b.** Establish an extra-curricular activities fund for ACCESS programs. **$20,000 (LCFF funds)**	**B. 2.b.** Maintain an extra-curricular activities fund for ACCESS programs. **$20,000 (LCFF funds)**	**B. 2.b.** Maintain an extra-curricular activities fund for ACCESS programs. **$20,000 (LCFF funds)**
		B. 2.c. Identify possible partnerships and research charter school feasibility and opportunities.	**B. 2.c.** ACCESS-wide		**B. 2.c.** Support targeted student population by identifying possible partnerships regarding charter school opportunities.	**B. 2.c.** Determine the fiscal soundness of charter school options.	**B. 2.c.** Evaluate and determine next steps for charter school development.
		B. 2.d. Identify and expand adult placement options for severely disabled students.	**B. 2.d.** Special Schools-wide		**B. 2.d.** Update OCDE Transition Resource Directory to	**B. 2.d.** Continue to update OCDE Transition Resource	**B. 2.d.** Continue to update OCDE Transition Resource Directory to identify and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR **Year 1: 2014-15**	**Year 2: 2015-16**	**Year 3: 2016-17**
					identify and expand services for severely disabled students. Distribute Directory to parents, partners, and Special School sites.	Directory to identify and expand services for severely disabled students. Distribute Directory to parents, partners, and Special School sites.	expand services for severely disabled students. Distribute Directory to parents, partners, and Special School sites.
B. 3. Expand instructional and behavioral interventions and support services to address the critical needs of students.	**B. 3.** Pupil Achievement; Pupil Engagement; Other Pupil Outcomes; School Climate	**B. 3.a.** Assign administrator to oversee special projects and services related to behavior, social-emotional needs, and interventions for students. Pilot behavioral intervention programs to support classroom management.	**B. 3.a.** ACCESS-wide		**B. 3.a.** Assign Principal for Special Projects and Services. **$177,892 (LCFF funds)** Pilot the ProAct and Why Try Program for behavioral support, sites	**B. 3.a.** Maintain funding for Principal for Special Projects and Services. **$180,560 (LCFF funds)** Determine the effectiveness of the ProAct and Why Try Program.	**B. 3.a.** Maintain funding for Principal for Special Projects and Services. **$183,269 (LCFF funds)** If effective, expand the ProAct and/or Why Try Program.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					TBD. **$20,000 (LCFF funds)**		
		Provide online courses as one means of instructional intervention.			Purchase and implement GradPoint Online Learning Solution. (expenditure listed above)	Continue to offer GradPoint Online Learning Solution. (expenditure listed above)	Continue to offer GradPoint Online Learning Solution. (expenditure listed above)
		Hire additional ACCESS community school clinicians.			Increase the number of ACCESS community school clinicians by one. **$97,000 (LCFF funds)**	Maintain the number of community school clinicians, but increase the number of ACCESS community school clinical interns. **$98,455 (LCFF funds)**	Evaluate the number of ACCESS community school clinicians, increase by one if appropriate, and add additional interns. **$99,932 (LCFF funds)**
		Provide specialized support to address the needs of ACCESS homeless			Maintain on-going case management of homeless	Maintain on-going case management of homeless	Maintain on-going case management of homeless students and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students and families. **B. 3.b.** Provide specialized training on instructional strategies and interventions for Special Schools staff.	**B. 3.b.** Special Schools-wide		students and families. **B. 3.b.** Increase the number of Pro Act Trainings, ULS Trainings, and Assistive Technology (AT)/Alternative Augmentative Communication (AAC) Trainings by 10% from the baseline. **$1,500 (LCFF funds)**	students and families. **B. 3.b.** Increase the number of Pro Act Trainings, ULS Trainings, and AT/AAC Trainings by 5% from the previous year. **$1,500 (LCFF funds)**	families. **B. 3.b.** Increase the number of Pro Act Trainings, ULS Trainings, and AT/AAC Trainings by 5% from the previous year. **$1,500 (LCFF funds)**
B. 4. Collaborate and coordinate county-wide expulsion plan with all districts to serve expelled youth.	**B. 4.** Expelled Youth; School Climate; Pupil Engagement	**B. 4.** Update and re-write the county-wide expulsion plan.	**B. 4.** Orange County-wide		**B. 4.** Meet with all Child Welfare and Attendance (CWA) Directors of the 27 districts in Orange County to identify gaps in services in the	**B. 4.** Monitor the expulsion plan for effectiveness with all CWA Directors.	**B. 4.** Continue to monitor the expulsion plan for effectiveness with all CWA Directors. Begin discussions with CWA Directors for input regarding updates and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					current expulsion plan. Obtain all local school boards' approval of the updated expulsion plan.		revisions of the plan for the upcoming three-year cycle.
B. 5. Develop and implement a Foster Youth Services Plan (FYSP) for foster youth.	**B. 5.** Parent Involvement; Pupil Engagement; Pupil Achievement; School Climate; Other Pupil Outcomes	**B. 5.** Create a workgroup including representatives from child welfare, probation, youth, teacher, mental health, and Foster Youth Services to develop a FYSP. Hire a Foster Youth Educational Liaison.	**B. 5.** LEA-wide		**B. 5.** Pilot the FYSP at the Lyon School in the spring term. (50 FYSPs) Hire a Foster Youth Educational Liaison. **$144,728 (LCFF funds)**	**B. 5.** Continue the FYSP at Lyon School and expand the services to include Greeley School, Mary's Academy, and La Habra Community School (120 FYSPs). Maintain funding for a Foster Youth Educational Liaison. **$144,728 (LCFF funds)**	**B. 5.** Implement FYSP LEA-wide (135 FYSPs). Maintain funding for a Foster Youth Educational Liaison. **$144,728 (LCFF funds)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
B. 6. Systemize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services.	B. 6. Parent Involvement; Pupil Engagement; Pupil Achievement; School Climate; Other Pupil Outcomes	B. 6.a. Minimize changes in school placement and establish a mechanism for the efficient and expeditious transfer of Health and Education Passports (HEP) to Foster Youth District Liaisons, schools, caregivers.	B. 6.a. All Orange County School Districts, including OCDE LEA Schools		B. 6.a. Develop baseline data for foster youth to track changes in school placement.	B. 6.a. Baseline + 5% increase in youth remaining in one school placement including feeder schools.	B. 6.a. Baseline + 10% increase in youth remaining in one school placement including feeder schools.
		B. 6.b. Provide education-related information to the county child welfare agency.	B. 6.b. All Orange County School Districts, including OCDE LEA Schools		B. 6.b. Complete one Educational Progress Report (EPR) for 75% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County schools (750 unduplicated EPRs).	B. 6.b. Complete one EPR for 80% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County schools (800 unduplicated EPRs).	B. 6.b. Complete one EPR for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County schools (850 unduplicated EPRs).

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		B. 6.c. Respond to requests from the Juvenile Court for information regarding foster youth, and work with the Court to ensure the delivery and coordination of necessary educational services.	B. 6.c. All Orange County School Districts, including OCDE LEA Schools		B. 6.c. Continue to respond to Juvenile Court requests in a timely manner.	B. 6.c. Continue to respond to Juvenile Court requests in a timely manner. Partner with the Court to provide training on juvenile justice for school district administrators every 3 years.	B. 6.c. Continue to respond to Juvenile Court requests in a timely manner.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal C: *Students will increase competencies that prepare them for success in college, career, and life by the following:*							
C. 1. Incorporate instructional strategies that integrate 21st Century skills through the implementation of California State Standards and English Language Development Standards while maintaining appropriately assigned teachers.	C. 1. Pupil Achievement; Pupil Engagement; Implementation of State Standards; Course Access; Other Student Outcomes	C.1.a. Provide monthly staff development specific to California State Standards strategies and Specially Designed Academic Instruction in English (SDAIE).	C. 1.a. LEA-wide		C. 1.a. Develop and communicate an ACCESS and Special Schools monthly/annual staff development calendar focused on California State Standards strategies and implementation, and 21st Century skills.	C. 1.a. Initiate monthly trainings for California State Standards and 21st Century skills.	C. 1.a. Continue monthly trainings for California State Standards and 21st Century skills.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Review teacher assignment to ensure appropriately assigned teachers.			Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.
		C. 1.b. Ensure the implementation of ACCESS-adopted curriculum and California State Standards strategies that incorporate technology.	C. 1.b. ACCESS-wide		C. 1.b. Survey staff needs regarding California State Standards curriculum, identify teacher leaders, and establish committees to investigate and recommend two curriculum programs (Science and Social Science) to pilot for usage across ACCESS. $15,000 for	C. 1.b. Pilot and implement two curriculum programs (Science and Social Science) for usage across ACCESS. $30,000 (LCFF funds)	C. 1.b. Adopt curriculum programs (Science and Social Science) for usage across ACCESS. $50,000 (LCFF funds)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					materials (LCFF funds)		
		Monitor teacher utilization of technology with California State Standards instruction.			Administrators shall assess teachers via classroom observation tool connecting technology with California State Standards instruction.	Administrators continue to assess teachers implementing California State Standards strategies that utilize technology.	Administrators continue to assess teachers implementing California State Standards strategies that utilize technology, and identify best practices based on an examination of data.
		Expand student support services to improve academic achievement.			Hire approximately 10 tutors to work with community school students. **$140,000 (LCAP funds)**	Evaluate and determine the need for tutors for community school students. **$142,100 (LCAP funds)**	Evaluate and determine the need for tutors for community school students. **$144,232 (LCAP funds)**
		C. 1.c. Provide professional development in the	**C. 1.c.** Special Schools-wide		**C. 1.c.** Conduct review of ULS instruction.	**C. 1.c.** Conduct review of ULS instruction.	**C. 1.c.** Conduct review of ULS instruction.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		area of specialized instructional strategies for Special Schools populations to ensure effective implementation of software programs.					
C. 2. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards.	C. 2. Course Access; Implementation of State Standards; Pupil Engagement; Pupil Achievement; Other Student Outcomes	C. 2.a. Develop and communicate a professional calendar of monthly staff development events regarding California State Standards and California ELD Standards for instructional staff.	C. 2.a. LEA-wide		C. 2.a. Develop, communicate, and hold monthly staff development workshops, meetings, and/or events for instructional staff focused on the implementation and teaching strategies of the California State Standards and the California ELD Standards.	C. 2.a. Continue development, communication, and holding of monthly staff development workshops, meetings, and/or events that focus on Project Based Learning and hands-on learning for special schools population.	C. 2.a. Continue development, communication, and holding of monthly staff development workshops, meetings, and/or events that further focus on Project Based Learning and hands-on learning for special schools population.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		C. 2.b. Provide professional development focused upon instructional strategies targeting student argument writing and citation of text in student responses.

Purchase materials for student writing activities. | C. 2.b. ACCESS- and D/HH- wide | | C. 2.b. Writing strategies incorporated into monthly professional development for certificated and classified staff.

Resources and materials purchased to support student writing across the curriculum. **$10,000 (LCFF funds)** | C. 2.b. Continue to provide writing strategies incorporated into monthly professional development for certificated and classified staff.

Additional resources and materials purchased to support student writing across the curriculum. **$5,000 (LCFF funds)** | C. 2.b. Continue to provide writing strategies incorporated into monthly professional development for certificated and classified staff.

Additional resources and materials purchased to support student writing across the curriculum. **$5,000 (LCFF funds)** |
| | | Conduct professional development for certificated and classified staff for *Constructing Meaning*. | | | Train three principals in *Constructing Meaning.* Train three additional instructional staff members | Monitor the implementation of *Constructing Meaning* and train any new teachers. Provide support | Implement model classrooms in which *Constructing Meaning* is utilized with fidelity as well as other materials and strategies to |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					to be trainers for the staff development implementing *Constructing Meaning.* Train instructional staff to use *Constructing Meaning* in lesson design and to support students in the acquisition of English. **$5,000 (LCFF funds)**	from the trainers for teachers requesting or principals recommending assistance in the implementation.	support English Learners. **$3,000 for materials (LCFF funds)**
		C. 2.c. Create English Language Development (ELD) instructional materials in alignment with California ELD Standards, and provide curriculum review, reflection,	**C. 2.c.** ACCESS-wide		**C. 2.c.** Create and publish ELD instructional materials for instructional staff usage. Provide bi-monthly staff development in the use of the	**C. 2.c.** Continue to create and publish ELD instructional materials for instructional staff usage as well as revise ELD materials based upon staff	**C. 2.c.** Continue to create and publish ELD instructional materials for instructional staff usage as well as revise ELD materials based upon staff input. Provide bi-monthly

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		and share out at bi-monthly staff meetings.			ELD materials and reflection opportunities on the effectiveness of the lessons. **$20,000 for printing (LCFF funds)**	input. Provide bi-monthly staff development in the use of the ELD materials and reflection opportunities on the effectiveness of the lessons. **$10,000 (LCFF funds)**	staff development in the use of the ELD materials and reflection opportunities on the effectiveness of the lessons. **$10,000 (LCFF funds)**
		C. 2.d. Provide specialized staff development for certificated and classified Special Schools staff to meet the needs addressed in students' IEP goals.	**C. 2.d.** Special Schools-wide		**C. 2.d.** Provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS. Develop baseline.	**C. 2.d.** Provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS by 5% from the previous year.	**C. 2.d.** Provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS by 5% from the previous year.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
C. 3. Retain highly qualified certificated staff to provide effective and targeted instruction.	**C. 3.** Basic Services; Pupil Engagement; Course Access; Pupil Achievement; Other Pupil Outcomes	**C. 3.** Provide individualized, targeted, and differentiated instruction using California State Standards curriculum. Conduct on-going professional development for certificated staff to support effective instruction.	**C. 3.** LEA-wide		**C. 3.** Provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure on-going professional development is provided to support student achievement. **$37,674,778 for certificated salaries (LCFF funds)**	**C. 3.** Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure on-going professional development is provided to support student achievement. **$38,126,875 for certificated salaries (LCFF funds)**	**C. 3.** Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure on-going professional development is provided to support student achievement. **$38,585,398 for certificated salaries (LCFF funds)**
C. 4. Retain highly qualified certificated support staff providing student services within	**C. 4.** Basic Services; Pupil Engagement; Course Access; Pupil Achievement; Other Pupil	**C. 4.** Provide students with interventions, academic support services, and clinical services that address the needs of the whole child.	**C. 4.** LEA-wide		**C. 4.** Ensure high-quality academic and clinical support services for all students. **$2,563,177 for**	**C. 4.** Continue to ensure high-quality academic and clinical support services for all students.	**C. 4.** Continue to ensure high-quality academic and clinical support services for all students. **$2,614,697 for**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Special Schools and alternative settings.	Outcomes				**Certificated Pupil Support Salaries (LCFF funds)**	**$2,588,809 for Certificated Pupil Support Salaries (LCFF funds)**	**Certificated Pupil Support Salaries (LCFF funds)**
C. 5. Retain classroom and individual student support staff to assist students with academic achievement.	**C. 5.** Basic Services; Pupil Engagement; Course Access; Pupil Achievement; Other Pupil Outcomes	**C. 5.** Provide classroom and individual academic support to students.	**C. 5.** LEA-wide		**C. 5.** Provide classroom and individual instructional support to assist students to achieve academic success. **$12,951,301 for classified support services (LCFF and Title I funds)**	**C. 5.** Provide classroom and individual instructional support to assist students to achieve academic success. **$13,080,814 for classified support services (LCFF and Title I funds)**	**C. 5.** Provide classroom and individual instructional support to assist students to achieve academic success. **$13,211,622 for classified support services (LCFF and Title I funds)**
C. 6. Develop a school Progressive Discipline Plan.	**C. 6.** Pupil Achievement; Pupil Engagement; Parent Involvement;	**C. 6.** Create a committee of certificated and classified staff to research and develop Progressive Discipline Plan(s).	**C. 6.** ACCESS-wide		**C. 6.** Create a committee of certificated and classified staff to research and explore options	**C. 6.** Committee will draft the Progressive Discipline Plan(s) best suited to meet	**C. 6.** Continue staff training regarding usage and implementation of the Plan(s). Track and monitor the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	School Climate	ACCESS Leadership Team will adopt the Plan and certificated and classified staff will be trained on the implementation.			for Progressive Discipline Plan(s). Seek input from the Parent Advisory groups and ACCESS Leadership Team on recommended Plans. Gain Leadership Team approval to draft Plan(s).	ACCESS Juvenile Court and Community School needs and submit to ACCESS Leadership for approval. Begin implementation and usage of the Plan. Provide staff training on the implementation of the school Progressive Discipline Plan(s).	student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan(s) and make any needed changes.

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal A: *Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:*		**For Low-Income Pupils:**					
A. 2. Increase staff and student utilization of technology in instruction and learning.	A. 2. Basic Services; Increase Implementation of State Standards; Pupil Engagement; Course Access;	A. 2. Purchase additional computers and devices throughout ACCESS and Special Schools.	A. 2. LEA-wide		A. 2. Provide additional technology and lab time at identified school sites for students to utilize	A. 2. Continue providing additional technology and lab time at identified school sites for	A. 2. Continue providing additional technology and lab time at identified school sites for

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Pupil Achievement				technology. **$127,500 (laptops) same as A. 1 for Foster Youth (LCFF funds)**	students to utilize technology. **$50,000 partially in A. 1 for Foster Youth (LCFF funds)**	students to utilize technology. **$25,000 (LCFF funds)**
		Provide online courses as a tool for staff and increase instructional pathways to students.			Purchase and implement GradPoint Online Learning Solution. **$207,306 and $21,600 (LCFF funds) for extensive training (expenditure also in A. 2 of Section A)**	Purchase and implement GradPoint Online Learning Solution. **$207,306 and $21,600 for extensive training. (expenditure also in A. 2 of Section A) (LCFF funds)**	Purchase and implement GradPoint Online Learning Solution. **$207,306 and $21,600 for extensive training (expenditure also in A. 2 of Section A) (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:							
B. 1. Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	B. 1. Parent Participation; Pupil Engagement; School Climate; Pupil Achievement; Other Pupil Outcomes	B. 1. Encourage parent participation and involvement in school-related activities that support student achievement.	B. 1. ACCESS-wide		B. 1. Explore the feasibility of providing parents with incentives for attending school-related activities. **$5,000 (LCFF funds)**	B. 1. Evaluate the effectiveness of providing parents with incentives for attending school-related activities and continue if effective. **$5,000 (LCFF funds)**	B. 1. Evaluate the effectiveness of providing parents with incentives for attending school-related activities and continue if effective. **$5,000 (LCFF funds)**
B. 2. Identify, develop, and	B. 2. Foster Youth, Expelled Youth,	B. 2. Provide incentives and	B. 2. ACCESS-Wide		B. 2. Partner with community	B. 2. Expand partnerships	B. 2. Expand partnerships

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
renew partnerships and increase agency linkages with those listed in the Involvement Process above, to maximize resources for students, including the development of county-operated charter school opportunities.	School Climate; Pupil Engagement; Other Pupil Outcomes	support services for low-income students. Produce resource directory for low-income students and encourage staff to attend community activities to increase information available for students and families.			organizations to assist with providing students food, clothing, shoes, and basic school supplies. Provide referrals to community-based agencies and maintain region-specific resource binders for ease of access. OCDE staff attends community collaboratives and resource fairs to share resources. **$5,000 (LCFF funds) for printing and materials**	with community organizations to assist with providing students food, clothing, shoes, and basic school supplies. Provide referrals to community-based agencies and update region-specific resource binders for ease of access. OCDE staff attends community collaboratives and resource fairs to share resources. **$2,500 (LCFF funds)**	with community organizations to assist with providing students food, clothing, shoes, and basic school supplies. Provide referrals to community-based agencies and update region-specific resource binders for ease of access. OCDE staff attends community collaboratives and resource fairs to share resources. **$2,500 (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
B. 3. Expand instructional and behavioral interventions and support services to address the critical needs of students.	B. 3. Pupil Achievement; Pupil Engagement; Other Pupil Outcomes; School Climate	B. 3. Provide access to public transportation to help students attend school regularly.	B. 3. ACCESS-wide		B. 3. Provide bus passes for qualifying students to increase school attendance and access. **$10,000 (LCFF funds)**	B. 3. Continue providing bus passes for qualifying students to increase school attendance and access. **$10,000 (LCFF funds)**	B. 3. Continue providing bus passes for qualifying students to increase school attendance and access. **$10,000 (LCFF funds)**
		Provide online courses as one means of instructional intervention.			Purchase and implement GradPoint Online Learning Solution. (listed above)	Continue to offer GradPoint Online Learning Solution. (listed above)	Continue to offer GradPoint Online Learning Solution. (listed above)
		Provide school supplies as needed.			Offer low-income pupils basic school supplies as needed to complete assignments at home. **$10,000 (LCFF funds)**	Continue to offer low-income pupils basic school supplies as needed to complete assignments at home. **$10,000 (LCFF funds)**	Continue to offer low-income pupils basic school supplies as needed to complete assignments at home. **$10,000 (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Utilize community resources to assist with students' basic needs. Create a fund to support students with post-secondary-related expenses. Create an application process for students to request financial assistance with post-secondary expenses.			Train ACCESS staff to use *2-1-1 Orange County,* an online database of community resources. Provide a fund for miscellaneous test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process. Estimated cost of **$5,000 (LCFF funds)**	Train new ACCESS staff to use *2-1-1 Orange County,* an online database of community resources. Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process. **$5,000 (LCFF funds)**	Train new ACCESS staff to use *2-1-1 Orange County,* an online database of community resources. Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process. **$5,000 (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide professional development for certificated and classified staff specific to addressing the needs of low-income students.			Investigate opportunities for certificated and classified staff to attend workshops and trainings that address the unique needs of low-income students.	Investigate additional opportunities for certificated and classified staff to attend workshops and trainings that address the unique needs of low-income students.	Investigate additional opportunities for certificated and classified staff to attend workshops and trainings that address the unique needs of low-income students.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal C: Students will increase competencies that prepare them for success in college, career, and life by the following:							
C. 1. Incorporate instructional strategies that integrate 21st Century skills through the implementation of California State Standards and English Language Development Standards while maintaining appropriately assigned teachers.	C. 1. Basic Services; Pupil Achievement; Pupil Engagement; Implementation of State Standards; Course Access; Other Student Outcomes	C. 1. Provide supplemental academic support to encourage student academic achievement.	C. 1. ACCESS-wide		C. 1. Offer after-school tutoring for identified students. Hire 15 tutors. **$210,000 (Title I funds)**	C. 1. Continue offering after-school tutoring for identified students. **$213,150 (Title I funds)**	C. 1. Continue offering after-school tutoring for identified students. **$216,347 (Title I funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal C: *Students will increase competencies that prepare them for success in college, career, and life by the following:*		**For English Learners:**					
C. 1. Incorporate instructional strategies that integrate 21st Century skills through the implementation of California State Standards and English Language Development Standards while maintaining appropriately	**C. 1.** Basic Services; Pupil Achievement; Pupil Engagement; Implementation of State Standards; Course Access; Other Student Outcomes	**C. 1.** Expand the English Language Development Assistant (ELDA) Program to serve additional EL students in ACCESS.	**C. 1.** ACCESS-wide		**C. 1.** Hire an additional 9 ELDAs to implement the ELDA Program in the Juvenile Court Schools and Sunburst Youth Academy. **$135,000 (LCFF funds)**	**C. 1.** Hire an additional 6 ELDAs to implement the ELDA Program in the Community School programs in one Administrative Unit. **$227,025 (LCFF funds)**	**C. 1.** Hire an additional 6 ELDAs to implement the ELDA Program in the Community School programs in an additional Administrative Unit. **$312,780 (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
assigned teachers.		Revise and align ELD curriculum to the new ELD Standards, and continue to provide bi-monthly staff development on ELD curriculum. Conduct monthly *Constructing Meaning* (CM) training for all ACCESS teachers, including follow-up and support.			Provide ELD overview trainings, in person and via WebX bi-monthly. **$1,000 for product license (LCFF funds)** Provide CM Training for identified certificated staff to become CM presenters and provide a full-day CM training to all teachers. **$3,000 (LCFF funds)**	Provide ELD overview trainings, in person and via WebX bi-monthly. **$1,000 for product license (LCFF funds)** CM trained teacher leaders continue to provide training and support to certificated staff as they implement CM.	Provide ELD overview trainings, in person and via WebX bi-monthly. **$1,000 for product license (LCFF funds)** Full implementation of CM.
		Special Schools certificated and classified staff training on appropriate strategies for special education/EL	Special Schools-wide		Twice a year staff development training for certificated and classified staff in strategies for special education/EL	Continue twice a year staff development training for certificated and classified staff in strategies for special	Continue twice a year staff development training for certificated and classified staff in strategies for special

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students regarding disability versus language differences.			students. **$2,500 for materials (LCFF funds)**	education/EL students. **$2,500 for materials (LCFF funds)**	education/EL students. **$2,500 for materials (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal A: *Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:*		**For Foster Youth:**					
A. 1. Increase student access in technology.	**A. 1.** Basic Services; Increase Implementation of State Standards; Pupil Engagement; Course Access; Pupil Achievement	**A. 1.** Students will have access to computers to increase their skill in keyboarding and accessing information on the Web.	**A. 1.** ACCESS schools connected to group homes (Lyon, Greeley, Mary's Academy, and La Habra School)		**A. 1.** Purchase additional computers for student use at Lyon, Greeley, Mary's Academy and La Habra Community School Sites. **$127,500 (laptops) (LCFF funds)**	**A. 1.** Install new Short Throw LCD projectors at Lyon, Greeley, Mary's Academy, and La Habra Community School sites and train teachers to utilize technology. **$42,000 (hardware and installation) (LCFF funds)**	**A. 1.** Provide resources for foster youth to access online tutoring and increase access to technology. **$2,500 (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
A. 3. Expand the percentage of students using technology that is incorporated into 21st Century assignments that require deeper learning (for example, increase student access to World Book Online, Revolution Prep, Smart Science, and Discovery Learning for academic support).	A. 3. Basic Services; Increase Implementation of State Standards; Pupil Engagement; Course Access; Pupil Achievement	A. 3. Increase access to courses for credit recovery and additional academic support through access to educational software programs.	A. 3. ACCESS schools connected to group homes (Lyon, Greeley, Mary's Academy, and La Habra School)		A. 3. Survey Foster Youth on the access and use of technology within courses and assignments.	A. 3. Provide Foster Youth with access to credit recovery programs. **$78,750 (this cost is included in the overall implementation of the GradPoint Online curriculum for ACCESS) (LCFF funds)**	A. 3. Continue the access to credit recovery programs. **$78,750 (this cost is included in the overall implementation of the GradPoint Online curriculum for ACCESS) (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal B: *Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:*							
B. 1. Increase parent participation and involvement in the educational process.	**B. 1.** Pupil Achievement: Pupil Engagement; Other pupil outcomes; School Climate	**B. 1.** Increase parent involvement at school meetings and engagement with the student's educational progress and school team.	**B. 1.** Foster Youth LEA-Wide		**B. 1.** The FYSP workgroup will develop a form to be given to parents by the social worker and probation officer with the school name, address, and contact information. Pilot the form with Lyon School.	**B. 1.** Continue the form at Lyon School and expand the services to include Greeley School, Mary's Academy, and La Habra Community School sites.	**B. 1.** Utilize the form with all foster youth in all ACCESS and Special School sites.
		Increase the number of Career Awareness Inventories (CAIs) completed.	Foster Youth LEA-wide		20 CAIs completed	40 CAIs completed	60 CAIs completed

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Increase the physical, cognitive, emotional, social, and leisure well-being of foster youth.	Foster Youth at ACCESS schools connected to group homes (Lyon, Greeley, Mary's Academy, and La Habra Community School		Pilot Recreational Therapy and other PE activities for Lyon School students. **$5,000 (LCFF funds)**	Develop a plan for physical and recreational programs at Lyon, Greeley, Mary's Academy, and La Habra Community School.	Monitor and evaluate expansion of plan LEA-wide. **$5,000 (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal C: *Students will increase competencies that prepare them for success in college, career, and life by the following:*							
C. 2. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards.	C. 2. Pupil Achievement; Pupil Engagement; School Climate	C. 2. Provide training for teachers to understand and develop strategies to support foster youth facing trauma.	C. 2. LEA-wide		C. 2. Provide trainings on trauma and brain development. Pilot Neurosequential Model in Education (NME) in one classroom. **$1,000 (LCFF funds)**	C. 2. Investigate the use of Mindfulness Training and Exercises. Continue to expand NME	C. 2. Continue to expand NME. Determine the Health Care Agency's involvement with providing Mindfulness Training and Exercises.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal A: *Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:*		**For Redesignated Fluent English Proficient Pupils (R-FEPs):**					
A. 2. Increase staff and student utilization of technology in instruction and learning.	**A. 2.** Basic Services; Increase Implementation of State Standards; Pupil Engagement; Course Access; Pupil Achievement	**A. 2.** Provide access to GradPoint online curriculum software which allows students to enroll in high school courses so they are eligible to apply to California universities (A-G courses).	**A. 2.** ACCESS-wide		**A. 2.** Conduct workshops on GradPoint online curriculum for certificated staff to enroll identified R-FEPs in A-G courses and track student progress. **$2,500 (LCFF funds)**	**A. 2.** Continue to conduct workshops on GradPoint online curriculum for certificated staff to enroll R-FEPs in A-G courses and track student progress. **$2,500 (LCFF funds)**	**A. 2.** Continue to conduct workshops on GradPoint online curriculum for certificated staff to enroll R-FEPs in A-G courses and track student progress. **$2,500 (LCFF funds)**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal C: *Students will increase competencies that prepare them for success in college, career, and life by the following:*							
C. 1. Incorporate instructional strategies that integrate 21st Century skills through the implementation of California State Standards and English Language Development Standards while maintaining appropriately assigned teachers.	C. 1. Basic Services; Pupil Achievement; Pupil Engagement; Implementation of State Standards; Course Access; Other Student Outcomes	C. 1. Provide on-going monitoring of the progress of redesignated fluent English proficient (R-FEP) pupils. Purchase a data management system to track R-FEP academic information.	C. 1. ACCESS-wide		C. 1. Provide CM Training for identified certificated staff to become CM presenters and provide a full-day CM training to all teachers. **$15,000 (LCFF funds)** Research and purchase a data management system to monitor the academic	C. 1. CM trained teacher leaders continue to provide training and support to certificated staff as they implement CM. Train certificated and classified staff on the use of the data management	C. 1. Full implementation of CM. Train new certificated and classified staff on the use of the data management

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					achievement of R-FEP students. **$21,000 plus $9,000 for training (LCFF funds)**	system to monitor R-FEP students. **$9,000 for training (LCFF funds)**	system to monitor R-FEP students. **$45,000 for training (LCFF funds)**

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The goals of our programs are to provide students throughout Orange County who are referred by school districts, probation, or social services with high quality education, interventions, support services, and program options in alternative settings. Students who participate in ACCESS programs may have social/behavioral problems, mental health challenges, probation or dependent status, placement in group homes, and/or have had issues with homelessness. ACCESS also provides programs for referred students who are motivated and feel that traditional schools do not meet their academic goals, or may prefer a home schooling option. Our Special Schools program provides services to severely disabled students on behalf of school districts. These students range in age from infants in our Parent Infant Education and Support hearing-impaired program to 22 year olds in our transition programs that partner with local community colleges. Both ACCESS and Special Schools program missions are to provide a continuum of services for agency partners and school districts and to serve all students in our alternative settings to be college and career ready. Due to the extensive needs of our diverse population, we have chosen to use our proportionate share of the total LCFF increase of $5,929,083 in supplemental and concentration funding to strengthen our existing programs. OCDE has chosen to utilize additional LCFF funding in the following ways:

- Upgrade and improve technology infrastructure to support 21st Century learning skills.
- Purchase new educational software that will enhance student skills.
- Continue and expand our parent and pupil engagement to improve school climate, this will include increasing the number of parent classes available.
- Upgrade data systems and training to improve student attendance reporting.
- Update the OCDE Transition Resource Directory to identify and expand adult placement options for severely disabled students.
- Assign a Principal for Special Projects and Services related to behavior, social-emotional needs, and interventions for students.
- Increase the number of specialized trainings on instructional strategies and interventions for Special Schools staff.
- Collaborate with Child Welfare Attendance Directors to identify gaps in services in current expulsion plans.
- Hire new tutors to assist students in mastering strategies and implementation of California State Standards and 21st Century skills.

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

In addition, we recognize the need to improve achievement outcomes of the most at-risk learners, low income pupils, foster youth, and English learners. The following instructional strategies substantially exceed the 7.01% increase in funding for English Learners, low income students, and foster youth subgroups. This plan will improve services for these subgroups by the following actions:

1. Provide additional technology and lab time at identified sites for students to utilize.
2. Provide enhanced support services for low-income students including partnering with community organizations to utilize community resources to assist students with basic needs.
3. Provide access to public transportation to increase attendance and improve learning opportunities.
4. Provide supplemental academic support to encourage student academic achievement through increased school tutoring.
5. Hire additional English Language Development Assistants (ELDAs) to implement the ELDA Program in the Juvenile Court Schools and Sunburst Youth Academy.
6. Increase Constructing Meaning (CM) trainings including follow-up and support.
7. Purchase additional computers for Foster Youth students at Lyon, Greeley, Mary's Academy, and La Habra Community School sites.
8. For Foster Youth, increase access to courses for credit recovery and additional academic support through access to educational software programs.
9. Pilot Recreational Therapy and other PE activities for Lyon School students to promote healthy habits.
10. Provide training for teachers to understand and develop strategies to support foster youth facing trauma.
11. Provide access to GradPoint online curriculum software which allows students to enroll in (A-G) high school courses.
12. Provide on-going monitoring of the progress of re-designated fluent English proficient pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Appendices

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

Appendix B: Acronyms and Abbreviations

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
Priority 1: Basic Service • Upgrade technology hardware at school sites • Pilot and purchase new California State Standards-aligned texts and materials • Increase use of technology by teachers and students **Priority 2: Implementation of State Standards** • Continue to meet the federally-defined targets for EL students • Increase the number of college and career placements for Deaf and Hard of Hearing (D/HH) students • Purchase new California State Standards aligned materials • Implement Project-Based Learning • Increase number of English Language Development Assistants (ELDAs) • Increase student usage of Constructing Meaning tools and strategies • Increase teacher and administration usage of PD 360, a professional development tool and resource	**Priority 4: Pupil Achievement** • Provide on-going professional development • Increase student independence • Improve California High School Exit Exam (CAHSEE) passage • Continue to meet federal targets for English Learners • Increase student attendance • Increase graduation rates • Decrease dropout rates • Expand tutoring support • Expand English language development support • Increase achievement of independence for students with severe disabilities • Increase the number of college and career placements for D/HH students • Increase the number of adult program placements for student with severe disabilities	**Priority 3: Parent Involvement** • Offer Parent Information Nights in each Community School Administrative Unit • Provide parent training events • Distribute ACCESS-wide calendar of parent events • Pilot new options for sharing information with parents • Offer translation and interpretation services for parents **Priority 5: Pupil Engagement** • Increase student attendance in ACCESS Community Schools • Decrease dropout rate • Increase graduation rate for students with 160 credits by September 1st • Increase access and usage of technology • Increase student participation in Smarter Balance assessment

Priority 7: Course Access

- Ensure the implementation of ACCESS-adopted curriculum and New California State Standards that incorporate technology
- Increase usage of Character Based Literacy (CBL)
- Increase student access to GradPoint Online Learning Solution with options for A-G courses

Priority 9: Expelled Youth

- Identify gaps in the current Countywide Expulsion Plan
- Write and update the Countywide Expulsion Plan
- Districts approve and adopt the Countywide Expulsion Plan

Priority 10: Foster Youth

- Develop and implement the Foster Youth Services Plan (FYSP)
- Minimize change of school placements for foster youth
- Provide foster youth progress reports to case managers

Priority 8: Other Pupil Outcomes

- Increase staff and student utilization of technology in instruction and learning.
- Increase student access to World Book Online, Revolution Prep, Smart Science, and Discovery Learning for academic support

Priority 6: School Climate

- Reduce the number of behavioral interventions
- Develop a Progressive Discipline Plan
- Maintain on-going case management of homeless students and families
- Pilot the ProAct and Why Try program
- Increase the number of Special School's staff trained in ProAct, Assistive Technology, and Augmentative Communication

AAC	Alternative Augmentative Communication
ACCESS	Alternative, Community, and Correctional Education, Schools, and Services
AT	Assistive Technology
AU	Administrative Unit
CAHSEE	California High School Exit Exam
CALPADS	California Longitudinal Pupil Achievement Data System
CAPA	California Alternate Performance Assessment
CAT	Career Awareness Inventories
CBL	Character Based Literacy
CDE	California Department of Education
CDSS	California Department of Social Services
CELDT	California English Language Development Test
CHEP	Community Home Education Program
CM	Constructing Meaning
CMS	Case Management System
COE	County Office of Education
CSEA	California School Employees Association
CWA	Child Welfare Attendance
CWS	Child Welfare Services
D/HH	Deaf and Hard of Hearing
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELDA	Enghlish Language Development Assistants
EPR	Educational Progress Report
FCL	Family Community Liaison
FYS	Foster Youth Services
FYSP	Foster Youth Services Plan
HEP	Health and Education Passport
IEP	Individual Education Plans
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTM	Leadership Team Meeting
NCAA	National Collegiate Athletic Association
NCSC	National Center and State Collaborative
NME	Neurosequential Model in Education
OCDE	Orange County Department of Education
OCSESA	Orange County School Educators Association
PCHS	Pacific Coast High School (9-12)
PDT	Program Data Technician
PIES	Parent / Infant Education Support

R-FEP	Redesignated Fluent English Proficient
SARC	School Accountability Report Card
SBAC	Smarter Balance Assessment Consortium
SCT	School Consultation Team
SSA	Social Services Agency
TK	Transitional Kindergarten
TK-8	Transitional Kindergarten - 8 (CHEP)
UC	University of California
ULS	Unique Learning System
VDI	Virtual Desktop Infrastructure
WASC	Western Association of Schools and Colleges