Orange County Department of Education
Local Control Accountability Plan: 2015-2018
Annual Update: 2014-2015

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

Introduction and Executive Summary

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

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

Orange County Department of Education

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

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

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

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

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

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

The following OCDE programs receive funding from the Local Control Funding Formula (LCFF), and are addressed in this Local Control Accountability Plan (LCAP):

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

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

- *ACCESS Orange County Community Schools,* known as Community Home Education Program (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.

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

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

LEA: Orange County Department of Education   **Contact: Nina Boyd, Associate Superintendent, nboyd@ocde.us, (714) 966-4485**

LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

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

Involvement Process	Impact on LCAP
LEA Personnel	*LEA Personnel*

OCDE

- The OCDE LCAP team met with a representative of the CDE to review changes to the template and prior year's version, outline next steps, and highlight strengths and possible improvements.
- Instructional Service Division reviewed OCDE's 2014-2015 LCAP to identify avenues of support, professional development opportunities, and increased collaboration to support student outcomes.
- OCDE conducts roundtable discussions on a variety of topics related to the LCAP. OCDE administrators encourage all staff to attend and participate in these interactive sessions.
- Information Technology (IT) staff provide technical support and consultation to implement LCAP goals.

ACCESS

- LCAP discussed at each monthly ACCESS Leadership Meeting throughout the school year.
- Updates regarding LCAP measures were submitted in the months of November and February by those responsible for each item.
- ACCESS Leadership Team drafted goals for the 2017-2018 school year based on input garnered from division-wide surveys, staff meetings, and administrator-led discussions.
- An electronic survey was sent to teachers, paraeducators, principals, and assistant principals for input regarding classroom use of technology, effective implementation of professional development, and evidence of the actions and services outlined within the LCAP for 2014-2015.
- Each Administrative Unit (AU) principal shared LCAP updates at regularly scheduled staff meetings, during individual meetings with staff, and via email.
- The LCAP document is made available for review at school administrative offices, and online at the OCDE website.

OCDE

- Each OCDE division meets regularly for goal setting and strategic planning. Based on information within the LCAP, OCDE division priorities have been reviewed and aligned to support established LCAP goals.
- Staff has the opportunity to discuss and gain greater insight into the Department's strategic priorities as related to the LCAP, and to better understand how the LCAP priorities connect to their everyday work.

ACCESS

- The input from the ACCESS Leadership Team informed the 2017-2018 Actions and Services portion of this year's LCAP. At multiple meetings throughout the school year, Leadership Team members broke into small groups to review all portions of the 2014-2015 LCAP. Written feedback was provided and then incorporated into the Annual Update and also used to determine and affirm new and existing goals and services for the 2015-2016 school year and beyond.
- Staff surveys confirm the positive impact our LCAP goals have had on student achievement. Survey results indicate the following areas of improvement:
  - Enhanced technology use in the classroom
  - Increased parent participation
  - Improved implementation of state standards
  - Targeted and effective professional development that addresses the unique needs of our student population.

Special Schools

- Technology survey provided input from teachers and staff and was used to prioritize needs for LCAP Identified Need #1.
- Teachers and ancillary staff receive updates and provide input on implementation of LCAP goals at monthly meetings.
- Teachers and staff provide input on professional development needs targeted in LCAP through online and paper surveys distributed at workshops, inservice meetings, and conferences.
- Each site administrator allocates funds to meet LCAP goals and priorities for technology purchases.
- Updates and input obtained on LCAP goals at bi-monthly meetings.
- Ongoing review of LCAP and the Special Schools Strategic Plan priorities during the Leadership Training series ensures sustainability of program and services.

Parents and Families of OCDE Students

The initial LCAP General Parent Advisory Committee meeting was held on November 13, 2014 at the centrally-located Harbor Learning Center in the evening to accommodate working parents. Participants were presented with an update of the LCFF and LCAP and asked to provide their input on OCDE's three main **Identified Needs: A) Effective use of technology for teaching and learning to promote 21st Century skills; B) Enhanced collaboration and partnerships among stakeholders;** and **C) Students prepared to be college, career, and life-ready**. Following a short video on the new California State Standards, parents worked cooperatively on a small group project to demonstrate communication and collaboration skills. In addition, school administrators presented information about after school programming options, and also provided a forum for parents to share issues and concerns, as well as suggestions for school improvement. Bilingual staff interpreted for Spanish-speaking parents during the General Parent Advisory Committee meeting; the initial and subsequent English Learner (EL) Parent Advisory Committee meetings were facilitated in Spanish, as all participating parents were Spanish-speaking.

The second LCAP General Parent Advisory Committee meeting was held on March 18, 2015, again at Harbor Learning Center in the evening. Time was allocated to small group discussion and brainstorming to continue to provide input on the major LCAP goal areas. The focus of this meeting was to discuss college and

Special Schools

- In accordance with the IEP goals found in the LCAP, teachers provide additional input on student IEPs and Individual Transition Plans**,** and a Vocational Specialist now works with students, parents, and teachers to determine adult placement options with a greater focus on college and career readiness prior to a student exiting the special education program.
- Principals review parent and staff surveys and provide recommendations for technology plan and professional development.
- With parent involvement goals outlined in the LCAP, implementation of the Facilitated IEP method is now used to improve parent and student participation at IEP meetings.

Parents and Families of OCDE Students

An overriding theme that emerged from each of these meetings was the need for increased information and resources in the area of college and career readiness. As a result, workshops were designed specifically to address the questions parents raised concerning college and career readiness, and college tours were arranged for interested families.

To address OCDE's three main priority goals, parents brought up the following areas for LCAP consideration, which we have linked to the respective Identified Need, and underlined items represent actions and services that have been included and addressed in subsequent years:

- Longer school day (**Identified Need C**)
- Offer more after school programs and extra-curricular activities (**Identified Need B**)
- Parent/student classes to help with motivation (**Identified Need B**)
- More homework geared towards college and career readiness (**Identified Need C**)
- Online classes offered on campus (**Identified Need A**)
- Drug and alcohol abuse prevention classes (**Identified Need B**)
- More ways to earn school credit (**Identified Need C**)
- Increased communication between parents and students (**Identified**

career readiness and its connection to the LCAP. The meeting was opened with an inspiring presentation from a former ACCESS graduate who is currently a college outreach specialist. Following this presentation, the counseling staff discussed college and career resources that are available throughout ACCESS. Parents, students, and interested community members then met in small groups to share suggestions for subsequent college and career workshops.

Also at the March meeting, a written survey was given to parents and students to evaluate school climate and determine educational technology needs and usage in the home and work.

The last LCAP General Parent Advisory Committee meeting was held at Harbor Learning Center on April 28, 2015. Based on input from parents in attendance at the March 18, 2015 meeting, the agenda included an overview of the community college and university systems in California, financial aid, and the application process.

Additional EL Parent Advisory Committee Meetings were held on November 20, 2014, and January 13 and February 11, 2015. In those meetings, parents of ELs provided feedback on LCAP EL goals, including integrated and designated English Language Development (ELD) as well as college and career readiness. In response to parent feedback, a former student was invited to the final EL Parent Advisory Committee Meeting on February 11, 2015 to discuss his transition from ACCESS into college and graduate school. Meeting minutes for the four EL Parent Advisory committee meetings can be accessed at the OCDE ACCESS website.

ACCESS:

To encourage attendance, the following outreach strategies were utilized in the weeks prior to the meetings:

- An informational flyer, along with a parent survey, was mailed home to all ACCESS families.
- Flyers were posted and distributed at all school offices and classrooms.
- Family Community Liaisons personally contacted families to request their attendance at these important events.
- All letters and materials were provided in English and Spanish.
- Transportation was provided when requested.
- Child care was available during the meetings.
- School administrators made announcements about the parent meetings

Need B)
- Increased access to school and teacher information, including via text, voicemails, and letters (**Identified Need A**)
- Access to parenting classes that provide tools and information to help their children succeed in school (**Identified Need B**)
- Provide an online portal to check grades (**Identified Need A**)
- Help parents understand their rights (**Identified Need B**)
- Offer more exposure to technical careers (**Identified Need C**)
- More information needed for scholarships and state and federal aid (**Identified Need C**)
- Information needed on how to get a job (**Identified Need C**)
- More opportunities for communication between school and families, while being mindful of the various languages of our families (**Identified Need B**)
- Provide more instructional and tutoring support for students (**Identified Need C**)

ACCESS:

To respond to parent input, OCDE has partnered with Ambassadors of Compassion, (AOC), a non-profit group dedicated to helping equip young adults with resiliency, hope, and the personal leadership skills to navigate and succeed in life. Our goal in partnering with AOC is to provide character development, motivation, and compassionate citizenship training for students at selected sites throughout ACCESS.

Parents and students responded positively to the OCDE LCAP, as illustrated by the following comments:

- *Students will have more opportunities in life and in their future.*
- *The LCAP goals will help students get an actual career, not just a job.*

during the school day in ACCESS classrooms, and upcoming meeting dates were shared at other parent events.

It's comforting to know the new English Learner (EL) Standards have a focus on college and career readiness.

I felt very welcomed when I arrived at the meeting, and staff was very pleasant.

I hope my son takes advantage of all the benefits [within the LCAP].

Special Schools:

- Special Education Parent/Guardian Surveys collected at IEP meetings. (See summary of surveys attached.)
- Interpreters and translated materials are provided at all student and parent meetings as needed.
- Parents are provided with host school Parent Teacher Association (PTA) membership information at K-12 sites; families invited to host school events and programs throughout the year.
- Parents are encouraged to attend Special Education Local Plan Area (SELPA) Community Advisory Committee stakeholder meetings at their district(s) of residence.

Special Schools:

- Every Special Schools student has an annual IEP meeting. Increased parent input on their student's strengths, preferences, interests and concerns relevant to the student's educational progress is included in the IEP.
- Parent agrees to each individualized and/or group service provided to student.

Stakeholders

- Blue Ribbon Commission, a multi-agency collaborative facilitated by Juvenile Court and tasked with ensuring services for adjudicated students, foster and dependent youth, was provided the finalized LCAP for 2014-2015. Draft LCAP for 2015-2016 provided in May to this Commission for their review.
- In January 2015, the Orange County Children's Partnership (OCCP), a multi-agency commission which is a sub-committee of the Board of Supervisors created to improve the conditions of Orange County children, was provided a copy of the priorities outlined within the LCAP. Members discussed the content and provided input and validation indicating their belief that the goals therein are meeting the needs of students intending to serve. At this meeting, Juvenile Justice requested a summary of the priorities be sent to the Commission for further review and input.
- The Regional Center of Orange County, California Children's Services, Department of Social Services, County Mental Health, Department of Rehabilitation, and other agencies are invited to provide input at annual and triennial IEP meetings to sustain high quality programs and services for students with disabilities.

Stakeholders

- All stakeholders acknowledge the need for increased technology usage among OCDE students and continued upgrades to the system, and the 2015-18 LCAP reflects this focus.
- The Blue Ribbon Commission reviewed the 2015-18 LCAP on May 19, 2015 and affirmed that its goals and direction are meeting the needs of students.
- On May 21, 2015, the OCCP was provided the draft 2015-18 LCAP and affirmed its goals and direction, and requested continued updates on progress.
- Regional Center provides ongoing Parent Training workshops throughout the year.
- The Vocational Specialist and OCDE Administration team are involved in a new out-of-county partnership with Long Beach Unified School District to enroll secondary and adult students with severe medical and/or physical disabilities.

• Stakeholder input solicited from partners involved in the Career Pathways Grant for D/HH students enrolled in the Orange Coast College Adult Transition Program.	
Foster Youth	*Foster Youth*
Countywide:	**Countywide:**
Foster Youth Services (FYS) continued the LCFF discussions regarding Foster Youth with the Orange County School District Foster Youth Liaisons during the quarterly Foster Youth District Liaison (FYDL) meetings on September 12 and December 5, 2014, and March 27, 2015. The last FYDL meeting will be held on May 29, 2015. FYS continues to assist districts by providing data to verify the foster youth in the district, and strategize as they develop their Local Control Accountability Plans. In addition, FYS supports the development of trainings, partners with staff, and helps with team meetings. FYS will present the Foster Youth LCAP highlights from Orange County School Districts at the following county multi-agency collaborative meetings: • Orange County Children's Partnership on April 16, 2015 • Blue Ribbon Commission on May 19, 2015	The districts continue to address the following two areas: • Identification of foster youth in the district • Coordination of services provided to foster youth All of the school districts are working to improve the identification of foster youth, and strategize how to develop systems to coordinate services for them once identified. Some highlights from the districts are listed below: • Five districts hired staff to work with foster youth • Eight districts hosted foster youth caregiver/parent trainings • Ten districts are working to develop educational goals and plans for foster youth to be discussed at team meetings
ACCESS:	**ACCESS:**
FYS facilitated multi-agency meetings and focus groups to develop the Foster Youth Service Plan (FYSP) on October 3, November 5, and November 19, 2014, and March 4, 2015. A meeting will be scheduled in June 2015 to review the information gathered during the FYSP planning phase, and discuss recommended revisions to the Plan, which will be piloted in 2015-2016. Represented at this meeting will be foster youth, caregivers, social workers, social services administrators, mental health staff, school district administrators, ACCESS administrators, ACCESS teachers, ACCESS classified staff, FYS staff, and Court Appointed Special Advocates.	Foster Youth Services provided input and Information that was used to develop LCAP recommendations for ACCESS Schools and Programs, and, as a result, this input resulted in specific actions and services to better address the unique needs of foster youth being served within the ACCESS program.

OCDE Students	OCDE Students
All OCDE students in academic programs were given a student survey to be completed during class or at home, that addressed a variety of aspects related to their school experience, with a focus on OCDE's three **Identified Needs, A) Effective use of technology for teaching and learning to promote 21st Century skills; B) Enhanced collaboration and partnerships among stakeholders; and C) Students prepared to be college, career, and life-ready.** Counseling, clinical, and transition staff meet regularly with students to discuss future life choices and goal setting. In the course of these meetings, items contained within the LCAP are discussed so that students understand the purpose behind the document and see the relevance of LCAP items in their future life. Student representatives participated in the Annual Update process and offered input to future LCAP goals, particularly in the area of technology. Every Special Schools student, ages 16-22, provides input on an Individualized Transition Plan which outlines a plan for high school course of study, and future educational, vocational, and independent living goals.	Almost 1,300 surveys were submitted by students with responses to the LCAP survey. (See Appendix C for an overview of survey results.) Students reported the following: • *I love [my school]. It literally saved my life from drugs and gang violence.* • *I love to use the computer.* • *Talk to us more about the real world and talk to us more about college.* • *Teachers should take their time with me and have patience because I struggle a lot.* • *More educational videos.* • *Use computers to complete assignments.* • *Let us work together more often.* • *More communication with parents.* As a result of student input, the focus on technology will continue to be a priority, and every effort will be made to incorporate increased technology usage during the school day and encouraged at home. In addition, students acknowledge that it would help them in school if their parents were more actively connected to the school, had more regular communication with teachers, and were notified more often regarding academic progress. Consequently, teachers will be trained in parent engagement strategies and techniques, and strongly encouraged to make use of the new School Messenger communication system. Frequently, students also requested school work more aligned to real world scenarios to prepare them for their futures.
Bargaining Units	**Bargaining Units**
Throughout the 2014-2015 school year, monthly meetings were held between OCDE Cabinet representatives and Orange County School Educators Association (OCSEA) members. On February 24 and March 24, 2015, OCDE management discussed items related to the current OCDE LCAP. An offer was extended to meet with Association members at their monthly meeting on April 6, 2015, however they declined because they felt they had enough information to share with members and expressed their continued support of the survey formats for collection of data regarding LCAP initiatives from our stakeholders.	The positive feedback from the OCSEA and CSEA Bargaining Unit Members confirmed that the actions and services provided for students within the LCAP are in alignment with the goals of the OCDE Strategic Plan. OCSEA officers expressed their appreciation for LCAP information and overview, and provided a letter of support for the pending charter school petition, as referenced in Section 2, Goal B of the 2015-2016 LCAP. Likewise, CSEA officers expressed their appreciation for LCAP updates, and valued the inclusion of new classified positions, recognizing how individuals hired for these positions will contribute to student achievement.

Throughout the 2014-2015 school year, monthly meetings were held between OCDE management and representatives of the Orange County chapter of the California Schools Employees Association (CSEA) to discuss issues impacting classified staff. On January 6 and March 31, 2015, information regarding the current status of the OCDE LCAP was provided to CSEA members. OCDE management provided information on topics such as LCAP budgetary decisions and updates on staffing and expenditures during these meetings. On June 5, 2015, more specific information was provided to the CSEA during the June negotiation meeting. Administrators from ACCESS and Special Education Services (SES) gave an overview on the 2014-2015 LCAP Annual Update as well as the actions and services planned for the 2015-2016 school year, and survey results from parents and students were shared.	During the June CSEA negotiation meeting, survey results were shared and all agreed that they illustrated the positive impact the OCDE LCAP is having on student achievement and success.
Public Comment Meeting At the Orange County Board of Education meeting held on June 17, 2015, parents, students, and county representatives provided input regarding the OCDE LCAP. Interpretation services were offered to allow for greater participation. Many of the speakers were excited to be speaking at the Board Meeting, and their comments were heartfelt and greatly appreciated. In addition, the speakers expressed their appreciation for the opportunity to share their comments with the Board.	*Public Comment Meeting* At the June 17, 2015 Orange County Board of Education meeting, several individuals came forward to express their appreciation for the goals contained within the OCDE LCAP. Parents were particularly pleased with the individualized services provided to their children, and many attributed their child's success to the resources offered to both the students and families. Community representatives recognized the profound benefits of the collaboration between county agencies and OCDE, and they expressed their approval that the LCAP indicates a desire for continued and expanded partnerships. Students were likewise complimentary of the efforts made to provide them with an improved academic environment, and one young speaker thanked OCDE for continuing to offer services that will not only benefit` him, but also "the students who come after me."

Annual Update	*Annual Update*
The 2014-2015 LCAP provided many opportunities for staff from a large county office of education to come together to examine and discuss a variety of issues covering many facets of education. We engaged all stakeholders in discussions regarding the Annual Update for the 2014-2015 school year, as well as for input moving forward into future years. Periodically throughout the school year, ACCESS and Special Schools collected data on progress made for the expected outcomes as delineated in the 2014-2015 LCAP. This data was shared with both the ACCESS and Special Schools Leadership Teams and was used as status updates for the current LCAP. We increased our efforts to collect student input, and now, in addition to written surveys, staff are engaged in more focused discussions with students regarding their school experience, and asking for feedback on specific topics. In addition, we have improved the quality and content of our staff, student, and parent surveys, and are more systematic at collecting information.	As a result of last year's process, our meetings are more focused and plans are underway to bring us together more often for common goals. We have gleaned valuable information from the surveys given to parents and students, and are committed to continuing the process to increase their input, involvement, and interest in the educational process leading to increased student achievement and college and career readiness. We are now a stronger, more cohesive and committed team, and focused on the common goal of Orange County students leading the nation in college and career readiness. As a result of the intent to engage stakeholders within this process, our collaboration with and engagement of parents and stakeholders has improved. The number of parents attending school events has steadily increased this past school year. Parents are more actively engaged and vocal at meetings, and are eager to share ideas to improve the school program. Consequently, students report increased satisfaction with their education experience. The improvements we have made in designing and distributing our surveys has resulted in ACCESS and Special Schools staff, students, and parents having greater input and a more inclusive voice, and has provided us with more targeted and relevant program information.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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

Identified Need:		Effective use of technology for teaching and learning to promote 21st Century skills.
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase capacity of any circuit requiring additional bandwidth up to 1 Gigabyte (GB). Complete wireless upgrade in the classrooms. Continue deployment of server and software for Virtual Desktop Infrastructure (VDI) roll out to maintain up-to-date and high quality facilities.

"Budgeted Expenditures" in *Section 2* **are LCFF Base Funds unless otherwise indicated.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support technology devices and network infrastructure to meet device-to-student ratio. Continue to review and assess connectivity at OCDE school sites and modify and add equipment as needed.	LEA-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$220,000
Support the ongoing increase in monthly cost for new circuits.	LEA-wide	X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$30,000
Continue to upgrade Thin Client computers in ACCESS and implement VDI for ACCESS Administrative Services.	LEA-wide	X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$75,000

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Increase capacity of any circuit requiring additional bandwidth up to 1 GB. Complete wireless upgrade in the classrooms. Continue deployment of server and software for VDI roll out to maintain up-to-date and high quality facilities.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Evaluate need to increase required licenses Virtual Machine (VM) Ware for Virtual Desktops.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$10,000
Update wireless access points.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$20,000
Realign IT staffing to support the updated network infrastructure and the new and additional devices students will use.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost

Support technology devices and network infrastructure to meet device-to-student ratio. Continue to review and assess connectivity at OCDE school sites and modify and add equipment as needed.	LEA-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000
Support the ongoing increase in monthly cost for new circuits.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$30,000
Evaluate VDI in ACCESS classrooms and administrative units. Modify as needed. .	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$25,000
Evaluate need to increase required VM Ware licenses for Virtual Desktops.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

Update wireless access points.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$20,000
Realign IT staffing to support the updated network infrastructure and the new and additional devices students will use.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase capacity of any circuit requiring additional bandwidth up to 1 GB. Complete wireless upgrade in the classrooms. Continue deployment of server and software for VDI roll out to maintain up-to-date and high quality facilities.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Assess to determine the sufficiency of the student-to-computer ratio and make any necessary purchases to remedy insufficiencies related to outdated equipment. Evaluate the effectiveness of the current hardware and software at school sites.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	Not to exceed $20,000
Evaluate bandwidth capability at all sites to ensure effective connectivity and access to the internet.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	No Cost
Provide more opportunities for students to practice and improve their keyboarding skills.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	No Cost

Ensure that our technological infrastructure is current and upgrade as required to remain aligned with changes in technology.	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	Costs based on future changes in technology, as well as progress made to date. Estimated cost – $50,000

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

Identified Need:	Effective use of technology for teaching and learning to promote 21st Century skills.
Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase the ratio of usable computers/devices available for students to 1:5.5 for ACCESS Community Schools, 1:3 for ACCESS Juvenile Court Schools, and 1:11 for CHEP/ PCHS. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase computers and devices to satisfy goals to achieve specific student-to-computer ratios identified for Juvenile Institutions, Community Schools, and Community Home Education Program (CHEP)/Pacific Coast High School (PCHS). Estimated number of devices: 184. Special Schools will purchase additional mobile devices and computers to increase access to technology for students.	LEA-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$110,000
Continue to offer GradPoint Online Learning Solution, with extensive training. GradPoint offers online California State Standards-aligned instructional materials and courses, as well as a tool for credit recovery, and course offerings that meet A-G college entrance requirements.	LEA-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$211,050/ $21,600 (training cost)

Continue providing additional technology lab time in at least one school site per AU for students to utilize technology.	LEA-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000
Provide Edivate (formerly PD 360), an on-demand professional learning resource, for 120 staff.	ACCESS- and D/HH- wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$23,000
By February 2016, survey staff and students to determine the increased usage of technology in student assignments and students' access to technology at home.	ACCESS- and D/HH- wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,475
Maintain the Educational Tech User Support Assistant funding.	ACCESS- wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$66,311
Create model classrooms to showcase effective use of instructional technology in each AU.	ACCESS- wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,429 (Substitute Teachers)

Continue ULS (Unique Learning System), an online, interactive, standards-based curriculum specifically designed for students with special needs, and News 2 You, an online newspaper that connects the classroom to the world with news stories that provide new information on reader-friendly themes.	Special Schools-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$19,000 (Instructional Materials Fund)
Identify additional curriculums, supplemental software programs, and online resources for incorporating the 5 C's (Critical Thinking, Creativity, Communication, Collaboration, and Character) into student activities and work products.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs to be determined during staff development planning that occurs in summer prior to the school year.
Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement Special Education Services (SES) Technology Plan.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Collaborate with other OCDE divisions (IT, ACCESS, Instructional Services, and Administrative Services) to provide adequate access to internet and Wi-Fi at all SES sites.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue to conduct workshops on GradPoint Online curriculum for certificated staff to enroll Redesignated-Fluent English Proficient (R-FEP) students in A-G courses and track student progress.	ACCESS-wide	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,500

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Increase the ratio of usable computers/devices available for students to 1:4.5 for ACCESS Community Schools, 1:2.5 for ACCESS Juvenile Court Schools, and 1:8 for CHEP/ PCHS. 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.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Purchase computers and devices to satisfy goals to achieve specific student-to-computer ratios identified for Juvenile Institutions, Community Schools, and CHEP/PCHS. Estimated number of devices: 232. Special Schools will purchase additional mobile devices and computers to increase access to technology for students.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$172,090
Continue to offer GradPoint Online Learning Solutions, with extensive training for staff.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$211,050/ $21,600 (training cost)
Continue providing additional technology lab time in at least one additional school site per AU for students to utilize technology.	LEA-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$50,000 Supplemental and Concentration Grants
Provide Edivate for 150 staff.	ACCESS- and D/HH- wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$28,900
By February 2017, survey staff and students to determine the increased usage of technology in student assignments and students' access to technology at home.	ACCESS- and D/HH- wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$6,475

Maintain the Educational Tech User Support Assistant funding.	ACCESS-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$75,000
Expand staff observation of model classrooms that are effectively utilizing technology in each AU.	ACCESS-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,429 (Substitute Teachers)
Continue ULS and News 2 You.	Special Schools-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$19,000 (Instructional Materials Fund)
Identify additional curriculums, supplemental software programs, and online resources for incorporating the 5 C's into student activities and work products.	Special Schools-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs to be determined during staff development planning that occurs in summer prior to the school year.
Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement SES Technology Plan.	Special Schools-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

Collaborate with other OCDE divisions (IT, ACCESS, Instructional Services, and Administrative Services) to provide adequate access to internet and Wi-Fi at all SES sites.	Special Schools-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue to conduct workshops on GradPoint online curriculum for certificated staff to enroll R-FEPs in A-G courses and track student progress.	ACCESS-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,500 Supplemental and Concentration Grants

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Maintain the ratios from the previous year and evaluate the capacity of increasing ratios based on infrastructure, computer usability, and student and staff levels. 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.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Evaluate the overall effectiveness of Edivate and GradPoint as measured by student usage, increase in student achievement, and feedback from students and teachers regarding effectiveness of these programs. If determined to be effective, continue to provide training for staff to utilize these programs.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$28,900 – Edivate $211,050/ $21,600 (training cost) – GradPoint
Maintain the Educational Tech User Support Assistant funding.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$78,750

Maintain computer lab time in each AU for students to utilize technology.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
By February 2018, survey staff and students to determine the increased usage of technology in student assignments and students' access to technology at home.	ACCESS and D/HH-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,475
Explore the use of eBooks, handheld devices, and other technologies relevant to the school program.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Identify additional curriculums, supplemental software programs and online resources for incorporating the 5 C's into student activities and work products.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs to be determined during staff development planning that occurs in summer prior to the school year.
Continue ULS and News 2 You.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$19,000 (Instructional Materials Fund)
Evaluate the use of mobile devices for student use through purchase of new technologies.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs to be determined during staff development planning that occurs in summer prior to the school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement SES Technology Plan.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Collaborate with other OCDE divisions (IT, ACCESS, Instructional Services, and Administrative Services) to provide adequate access to internet and Wi-Fi at all SES sites.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

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

Identified Need:	Enhanced collaboration and partnerships among stakeholders

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Student dropout rates will decrease to 7.2%. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide leadership training for parents to facilitate future parent meetings and events, such as District English Learner Advisory Committee (DELAC) meetings.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Maintain funding for refreshments and certified interpretation/translation services to encourage parent participation.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand the use of the School Messenger System for communicating essential information to parents.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,280
Evaluate the effectiveness of providing parents with non-food incentives for attending school-related activities and continue if effective.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 Supplemental and Concentration Grants

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Student dropout rates will decrease to 7.1%. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Conduct ongoing leadership training for parents.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Maintain funding for refreshments and interpretation/translation services to encourage parent participation.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize the School Messenger System for communicating essential information to parents.	LEA-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Based on last year's evaluation, determine whether to continue to provide parents with incentives for attending school-related activities and continue if effective.	ACCESS-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Student dropout rates will decrease to 7%. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess the overall effectiveness of all parent information nights and trainings to develop a plan to increase parent participation and engagement. Continue the parent events and trainings that have proven to be the most beneficial.	LEA-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue the funding for refreshments and interpretation/translation services to encourage parent participation.	LEA-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000

Continue utilizing the School Messenger System for communicating essential information to parents.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Develop trainings for parents which will teach them the skills to become trainers of other parents regarding engagement in the educational process.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000 (refreshments and materials)
Communicate with parents the opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents to have a greater role in the school community.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

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

Identified Need:	Enhanced collaboration and partnerships among stakeholders	
Goal Applies to:	Schools:	All ACCESS Community Schools
	Applicable Pupil Subgroups:	All ACCESS Community School Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase the annual average daily attendance (ADA) rate to a minimum of 83.2% in ACCESS Community Schools. (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with poor attendance from their prior school districts.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to increase collaboration with stakeholders to identify parent education programs.	ACCESS-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Each AU will conduct at least one parent information night in the fall and spring.	ACCESS-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,000
Implement use of Aeries.Net across ACCESS to provide parents with access to their child's transcript and credit information and attendance.	ACCESS-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$4,000

| Maintain funding for a Program Data Technician. | ACCESS-wide | _X_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups: (Specify)_____ | $77,502 |

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increase the annual ADA rate to a minimum of 83.4% in ACCESS Community Schools. (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with poor attendance from their prior school districts.)		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Evaluate current effectiveness of stakeholder services.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Each AU will conduct at least one parent information night in the fall and spring.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,000
Maintain funding for Aeries.Net ACCESS to provide parents with access to their child's transcript and credit information and attendance, and explore other features of Aeries.Net such as Analytics, Online registration, etc.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$4,000
Maintain funding for a Program Data Technician.	ACCESS-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$81,377

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Increase the annual ADA rate to a minimum of 83.6% in ACCESS Community Schools. (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with poor attendance from their prior school districts.)			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Each AU will conduct at least one parent information night in the fall and spring.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$6,000
Maintain funding for Aeries.Net ACCESS to provide parents with access to their child's transcript and credit information and attendance, and explore other features of Aeries.Net such as Analytics, Online Registration, etc.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$4,000
Maintain funding for a Program Data Technician.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$85,446

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

Identified Need:	Enhanced collaboration and partnerships among stakeholders.

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

LCAP Year 1: 2015-2016

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Initiate parent contact 60 days prior to annual IEP date to increase parent participation at annual IEP meetings by 2% from previous year. Based on survey results, determine areas for improvement.	Special Schools-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue to provide opportunities for annual staff inservice training for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP Process.	Special Schools-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost (included in staff salaries)
Continue to provide parents and staff with ongoing notification of school, community events that relate to improved parent involvement and student achievement.	Special Schools-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	As measured by parent surveys, increase parent satisfaction with the Special Schools program to 94% through individual conferences and information nights, email and text messages, parent committees, SCT meetings, IEPs, and parent orientations and trainings.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
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.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Continue to provide opportunities for annual staff inservice training for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP Process.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost (included in staff salaries)
Continue to provide parents and staff with ongoing notification of school and community events that relate to improved parent involvement and student achievement.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	As measured by parent surveys, increase parent satisfaction with the Special Schools program to 96% through individual conferences and information nights, email and text messages, parent committees, SCT meetings, IEPs, and parent orientations and trainings.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue to initiate parent contact 60 days prior to annual IEP to increase parent participation at IEP meetings by 2% from the previous year. Continue to monitor and assess parent survey results.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Provide opportunities for annual staff inservice training for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP Process.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost (included in staff salaries)
Provide parents and staff with ongoing notification of school, community events that relate to improved parent involvement and student achievement.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost

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

Identified Need:	Enhanced collaboration and partnerships among stakeholders.

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase the number of grants awarded and service contracts initiated by 10% from the 2014-2015 baseline as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The OCDE grant-writers will apply for applicable grants based on input from the sub-committee.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Hire a Coordinator to assist in researching and applying for grants to expand student services.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$150,310
Hire a Program Support Assistant to assist the Coordinator in researching and applying for grants to expand student services.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$70,000

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Increase the number of grants awarded and service contracts initiated by 10% from 2015-2016 as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
The OCDE grant-writers will apply for applicable grants based on input from the sub-committee.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Continue to fund a Coordinator to assist in researching and applying for grants to expand student services.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$157,826
Continue to fund a Program Support Assistant to assist the Coordinator in researching and applying for grants to expand student services.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$74,000

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Increase the number of grants awarded and service contracts initiated by 10% from 2016-2017 as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
The OCDE grant-writers will apply for applicable grants based on input from the sub-committee.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Continue to fund a Coordinator to assist in researching and applying for grants to expand student services.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$165,717
Continue to fund a Program Support Assistant to assist the Coordinator in researching and applying for grants to expand student services.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$79,000
Increase career and school readiness for students through partnerships with community stakeholders with an emphasis on collaborating with the community colleges.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost

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

Identified Need:	Enhanced collaboration and partnerships among stakeholders.

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Provide one additional extra-curricular opportunity for students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain an extra-curricular activities fund for ACCESS programs, including transportation.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$20,000
Maintain funding for Summer at the Center to provide students with the opportunity to explore the theater arts.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$35,000
Continue to provide Pure Game, a physical education/character development program, at seven ACCESS school sites.	ACCESS-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$24,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand the contract for the short-term Career Technical Education (CTE) staff member to support the Career Pathways grant and to develop CTE courses for ACCESS.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,725
Expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies to assist students with participating in extra-curricular activities.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)_Homeless_____	No Cost
Provide referrals to community-based agencies and update region-specific resource binders for ease of access. OCDE staff attends community collaborative and resource fairs to share resources.	LEA-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Determine that a minimum of 5% of the total ACCESS student population participated in an extra-curricular opportunity during the school year.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Maintain an extra-curricular activities fund for ACCESS programs, including transportation.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$20,000

Maintain funding for Summer at the Center to provide students with the opportunity to explore the theater arts.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$35,000
Continue funding the contract for the short-term CTE staff member to support the Career Pathways grant and to develop CTE courses for ACCESS.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,725
Continue to provide Pure Game, a physical education/character development program, at seven ACCESS school sites.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$24,000
Expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies to assist students with participating in extra-curricular activities.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Provide referrals to community-based agencies and update region-specific resource binders for ease of access. OCDE staff shall attend community collaborative and resource fairs to share resources.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Determine that a minimum of 7% of the total ACCESS student population participated in an extra-curricular opportunity during the school year.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Maintain an extra-curricular activities fund for ACCESS programs, including transportation.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$20,000
Maintain funding for Summer at the Center to provide students with the opportunity to explore the theater arts.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$35,000
Continue funding the contract for the short-term CTE staff member to support the Career Pathways grant and to develop CTE courses for ACCESS.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$12,000
Continue to provide Pure Game, a physical education/character development program, at seven ACCESS school sites.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$24,000

Expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies to assist students with participating in extra-curricular activities.	ACCESS-wide	__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Provide referrals to community-based agencies and update region-specific resource binders for ease of access. OCDE staff shall attend community collaborative and resource fairs to share resources.	ACCESS-wide	__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

GOAL:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.c**. Identify, develop, and/or renew partnerships as well as increase stakeholder and agency linkages with those listed above in the Involvement Process, to increase services and resources to students, focusing on health, counseling, and life skills. (This goal was amended in the Annual Update to eliminate the charter school aspect of this goal.)	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__5_X_ 6_X_ 7__ 8_X_ COE only: 9_X_ 10_X_ Local: Specify _____

Identified Need:		Enhanced collaboration and partnerships among stakeholders.
Goal Applies to:	Schools:	All ACCESS Schools
	Applicable Pupil Subgroups:	All ACCESS Pupils

LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:		Charter school petitioners presented a petition to the Orange County Board of Education (OCBE) in June 2015. If approved by the OCBE, school will begin operation in the 2015-2016 school year.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Charter school operators shall develop a separate LCAP for the charter school and remove charter school reference from future years.	ACCESS-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	**Not Applicable due to submission of separate LCAP by the charter school operators.**

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	**Not Applicable due to submission of separate LCAP by the charter school operators.**

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

Identified Need:	Enhanced collaboration and partnerships among stakeholders.	
Goal Applies to:	Schools:	All Special Schools
	Applicable Pupil Subgroups:	All Special Schools Pupils

LCAP Year 1: 2015-2016	
Expected Annual Measurable Outcomes:	Increase the number of adult program placements offered for students with severe disabilities after graduation by 2% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to update OCDE Transition Resource Directory to identify and expand services for severely disabled students. Distribute Directory to parents, partners, and Special School sites.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

<table>
<tr><td colspan="5" align="center">LCAP Year 2: 2016-2017</td></tr>
</table>

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Increase the number of adult program placements offered for students with severe disabilities after graduation by 2% from the previous year.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue to update OCDE Transition Resource Directory to identify and expand services for severely disabled students. Distribute Directory to parents, partners, and Special School sites.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Create a resource list of community college options in Orange County for students with intellectual disabilities.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Increase the number of adult program placements offered for students with severe disabilities after graduation by 2% from the previous year.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue to distribute Transition Resource Directory to parents, partners, and Special Schools sites.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Identify and develop agency linkages for OCDE students with specialized health care needs who live in other counties and will be served there when they exit the public school system.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost

Update resource list of community college options in Orange County for students with intellectual disabilities.	Special Schools-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

GOAL:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.3**. Collaborate and coordinate countywide Expulsion Plan with all districts to serve expelled youth.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_5_X_ 6_X_7__ 8__ COE only: 9_X_ 10_X_ Local: Specify _____

Identified Need:	Enhanced collaboration and partnerships among stakeholders.	
Goal Applies to:	Schools:	All Orange County Schools, including OCDE LEA schools
	Applicable Pupil Subgroups:	Expelled Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Monitor the effectiveness of identified strategies that address the gaps in services for meeting the needs of expelled youth. OCDE staff shall coordinate the development of the countywide tri-annual Expulsion Plan, and facilitate dialogue at the Child Welfare and attendance (CWA) Directors' meetings in November 2015 and March 2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engage CWA Directors on the progress of addressing the gaps identified in the Expulsion Plan to ensure the following: • Seamless rehabilitation plan for students • Options for expelled special education students • Options for elementary-aged expelled students	Orange County-wide	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)___Expelled Youth_____	No Cost

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Compile student data regarding the identified gaps and the effectiveness of the interventions. Begin collaborating at the CWA Directors' meetings for revising and updating the countywide tri-annual Expulsion Plan for the new three-year cycle.			
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Continue to monitor the Expulsion Plan for effectiveness with all CWA Directors. Begin discussions with CWA Directors for input regarding updates and revisions of the Plan for the upcoming three-year cycle.		Orange County-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)__Expelled Youth_____	No Cost

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Submit the revised and updated countywide tri-annual Expulsion Plan to the OCBE for approval by June 2018.			
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Create an updated countywide Expulsion Plan based on feedback and input from CWA Directors and obtain Orange County Board of Education approval of the updated Plan by June 30, 2018.		Orange County-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)___Expelled Youth_____	No Cost

GOAL:	GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following: B. 4. Develop and implement a Foster Youth Services Plan, which is a document that includes contact information, academic information, and specific school information regarding the transitional needs for foster youth.	Related State and/or Local Priorities: 1__ 2__3 _X_ 4 _X_5 _X_ 6__ 7__ 8__ COE only: 9__ 10_X_ Local: Specify _____

Identified Need:	Enhanced collaboration and partnerships among stakeholders	
Goal Applies to:	Schools:	Lyon School
	Applicable Pupil Subgroups:	Foster Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Fifty completed FYSPs for students enrolled in Lyon School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to revise the FYSP and pilot with 50 additional students this school year.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Maintain funding for a Foster Youth Educational Liaison.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$113,030 Supplemental and Concentration Grants

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	FYSPs completed for all students enrolled at Lyon School by the end of the school year.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Implement FYSP for all Lyon students.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Maintain funding for a Foster Youth Educational Liaison.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$118,682 Supplemental and Concentration Grants
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	FYSPs completed for all students enrolled at Lyon School by the end of the school year.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue FYSP at Lyon School and evaluate effectiveness of the Plan for students transitioning out of Lyon to district schools.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Maintain funding for Foster Youth Educational Liaison	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$124,616 Supplemental and Concentration Grants

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

Identified Need:	Enhanced collaboration and partnerships among stakeholders	
Goal Applies to:	Schools:	All Orange County districts, including OCDE LEA Schools
	Applicable Pupil Subgroups:	Foster Youth

LCAP Year 1: 2015-2016	
Expected Annual Measurable Outcomes:	Smarter Balance Assessment scores, California High School Exit Exam (CAHSEE) passage rates, and graduation rates will each increase by 5% from the 2014-2015 baseline data for foster youth.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the percentage of foster youth remaining in one school placement including feeder schools by 5% above baseline.	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Complete one Educational Progress Report (EPR) for 80% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (800 unduplicated EPRs.)	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue to respond to Juvenile Court requests in a timely manner. Partner with the Court to provide training on juvenile justice for school district administrators every three years.	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000 (partial salary for Manager of Foster Youth Services)
40 Career Awareness Inventories (CAIs) completed.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop an integrated database for foster youth in Orange County to track academic progress.	All Orange County School Districts, including LEA Schools	__ALL --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$58,000 Supplemental and Concentration Grants
Provide training for school district personnel on trauma, brain development, and its impact on learning.	All Orange County School Districts, including LEA Schools	ALL --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Supplemental and Concentration Grants
Continue to use sensory motor items for students at Lyon School and evaluate the need to increase the number of items available to students.	Lyon School-wide	ALL --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs not to exceed $2,000 Supplemental and Concentration Grants

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Smarter Balance Assessment scores, California High School Exit Exam (CAHSEE) passage rates, and graduation rates will each increase by 5% from the prior year's measures for foster youth.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the percentage of foster youth remaining in one school placement including feeder schools by 10% above baseline.	All Orange County School Districts, including LEA Schools	__ALL --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

Complete one EPR for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (850 unduplicated EPRs.)	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue to respond to Juvenile Court requests in a timely manner. Evaluate the need to fund the partial salary for the Manager of Foster Youth Services.	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000 (partial salary for Manager of Foster Youth Services if deemed necessary) Supplemental and Concentration Grants
60 CAIs completed.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Maintain an integrated database for foster youth in Orange County to track academic progress.	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Evaluate the need for additional training for school district personnel on trauma, brain development, and its impact on learning, and create a "Trainer of Trainers" model for ongoing implementation.	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,000 Supplemental and Concentration Grants

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the use of sensory motor items used by students at Lyon School.	Lyon School-wide	__ALL --- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2017-2018</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">Continue to increase academic measures for foster youth county-wide. Evaluate previous test scores and graduation rate to determine appropriate goal.</td></tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the percentage of foster youth remaining in one school placement including feeder schools by 10% above baseline.	All Orange County School Districts, including LEA Schools	__ALL --- OR: __Low Income pupils __English Learners _XFoster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Complete one EPR for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (850 unduplicated EPRs.)	All Orange County School Districts, including LEA Schools	__ALL --- OR: __Low Income pupils __English Learners _XFoster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue to respond to Juvenile Court requests in a timely manner.	All Orange County School Districts, including LEA Schools	__ALL --- OR: __Low Income pupils __English Learners _XFoster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

60 CAIs completed.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Evaluate the effectiveness of the sensory motor items used by students at Lyon School.	Lyon School-wide	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Maintain the integrated database for foster youth in Orange County to track academic progress.	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Provide support for the Trainers of school district personnel on trauma, brain development, and its impact on learning.	All Orange County School Districts, including LEA Schools	__ALL -- OR: __Low Income pupils __English Learners _X_Foster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

GOAL:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following: C.1.a. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1_X_2_X_3__ 4_X_5_X_ 6__7_X_8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Students prepared to be college, career, and life-ready	
Goal Applies to:	Schools:	All ACCESS Schools and D/HH Schools
	Applicable Pupil Subgroups:	All ACCESS and D/HH Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Improve participation rate on Smarter Balanced Assessments by 1% from the previous year; Improve English Language Arts (ELA) and Math CAHSEE passage rates each by an additional 1%; 62% of EL students will advance at least one level on the California English Language Development Test (CELDT); Increase graduation rate by an additional .25% from the previous year for students in the program with a minimum of 160 credits by September 2015; Students will continue to have 100% appropriately assigned teachers in the core subjects; Using data from the Equitable Distribution Monitoring System (EDMS), the overall Highly Qualified Teacher (HQT) status of teachers will improve by 1% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	LEA-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,600 (Substitute Teachers)
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue to offer after-school tutoring for identified students.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$213,150 Title I funds

Hire an additional six English Language Development Assistants (ELDAs) to implement the ELDA Program at community school sites.	ACCESS-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$244,270 Supplemental and Concentration Grants
Every two months, write designated ELD curriculum targeting the language needs of Long-Term ELs; provide training on this curriculum every two months (in person and via YouTube video overviews).	ACCESS-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
All ACCESS teachers were trained in an integrated ELD approach called Constructing Meaning (CM) in 2014-2015. To support implementation, teachers will engage in collaborative lesson planning, observations, and conversations to bridge the academic gap.	ACCESS-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth_X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue bi-annual staff development training for certificated and classified staff in strategies for special education/EL students.	Special Schools-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,500 for materials Supplemental and Concentration Grants
Train certificated and classified staff on the use of the data management system to monitor R-FEP students.	ACCESS-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth_X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Included in cost of training for the Educator's Assessment Data Management System (EADMS)

Pilot materials for Social Science and Science; begin implementation of Social Science curriculum for usage across ACCESS.	ACCESS-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$60,000
Using the classroom observation tool, administrators continue to assess teachers implementing California State Standards strategies that utilize technology.	ACCESS-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Evaluate and determine the need for LCAP tutors for community school students. Hire additional tutors if needed.	ACCESS-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$154,129 (ongoing cost for LCAP tutors each year based on current number)
Enhance the rigor of assignments identified in the Course Agreements to reflect California State Standards for students in the independent study program and reflect these changes on the Course Agreement form.	ACCESS-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Improve participation rate on Smarter Balance Assessments by 1% from previous year; Improve ELA and Math CAHSEE passage rate by an additional 1%; 63.5% of EL students will advance at least one level on the CELDT; Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2016; Students will have appropriately assigned teachers in the core subjects; Using data from the EDMS, the overall HQT status of teachers will improve by 1% from the previous year.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	LEA-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$6,600 (Substitute Teachers)
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	LEA-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Continue offering after-school tutoring for identified students.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$216,347 Title I funds
Hire an additional six ELDAs to implement the ELDA Program at additional community school sites.	ACCESS-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$312,780 Supplemental and Concentration Grants

61

Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide training on the curriculum every two months (in person and via YouTube videos overviews).	ACCESS-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Teachers continue to support one another in lesson planning, observations, and collaborative conversations. In 2016-2017, CM lesson planning tools, strategies, and continuous improvement model are embedded across all content areas and throughout all AUs (full implementation).	ACCESS-wide	___ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth_X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue bi-annual staff development training for certificated and classified staff in strategies for special education/EL students.	Special Schools-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,500 for materials
Train new certificated and classified staff on the use of the data management system EADMS to monitor R-FEP students.	ACCESS-wide	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Included in cost of training for EADMS.
Continue implementation and training of curriculum materials for Social Science for usage across ACCESS. Begin to pilot Science materials.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000

Administrators continue to assess teachers implementing California State Standards strategies that utilize technology, and identify best practices based on an examination of data from the observation tool.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Evaluate and determine the need for LCAP tutors for community school students. Hire additional tutors if needed.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$144,232 (ongoing cost for LCAP tutors each year based on current number)
Continue to monitor the rigor of assignments identified in the Course Agreements to reflect California State Standards for students in the independent study program and reflect any changes on the Course Agreement form.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Improve participation rate on Smarter Balanced Assessments by 1% from the previous year; Improve ELA and Math CAHSEE passage rates each by an additional 1%; 65% of EL students will advance at least one level on the CELDT; Increase graduation rate by an additional .25% from the previous year for students in the program with a minimum of 160 credits by September 2017; Students will have appropriately assigned teachers in the core subjects; Using data from the EDMS, the overall HQT status of teachers will improve by 1% from the previous year.		

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

Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue offering after-school tutoring for identified students	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$216,347 Title I Funds
Evaluate the need to hire additional ELDAs to implement the ELDA Program across the community school sites.	ACCESS-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$312,780 (additional funds if deemed necessary) Supplemental and Concentration Grants
Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide training on the curriculum every two months (in person and via YouTube videos overviews).	ACCESS-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue bi-annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.	Special Schools-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost (included in staff salaries)

Train new certificated and classified staff on the use of the data management system, EADMs, to monitor R-FEP students.	ACCESS-wide	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Included in cost of training for EADMS.
Continue to monitor the rigor of assignments identified in the Course Agreements to reflect California State Standards for students in the independent study program and reflect these changes on the Course Agreement form.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Monitor the fidelity of program implementation of newly adopted curriculum.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue implementation and training of curriculum materials for Social Science for usage across ACCESS. Continue to pilot Science materials.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000
Using the observation tool, administrators will continue to assess teachers implementing California State Standards strategies and the instructional use of technology in their lessons.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Evaluate and determine the need for additional LCAP tutors for community school students.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$144,232 (ongoing cost for LCAP tutors each year based on current number if deemed necessary)

	GOAL C: **Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.b.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2_X_ 3__4_X_ 5__ 6__7 X 8_X_ COE only: 9__ 10__ Local: Specify _____
GOAL:		

Identified Need:	Students prepared to be college, career, and life-ready	
Goal Applies to:	Schools:	All D/HH Schools
	Applicable Pupil Subgroups:	All D/HH Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase the number of college or career placements for D/HH students by 1% from the previous year's graduating class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct review of ULS instruction.	Special Schools-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	No Cost
Provide annual professional development for certificated and classified staff on California State Standards implementation for moderate-to-severe students.	Special Schools-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	No Cost (included in staff salaries)
Provide teachers, administrators, and ancillary staff professional development of implementation of California ELD standards for special education students.	Special Schools-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	No Cost (included in staff salaries)

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Increase the number of college or career placements for D/HH student by 1% from the previous year's graduating class.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Conduct review of ULS instruction.	Special Schools-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Provide annual professional development for certificated and classified staff on California State Standards implementation for moderate-to-severe students.	Special Schools-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost (included in staff salaries)
Provide teachers, administrators, and ancillary staff professional development of implementation of California ELD standards for special education students.	Special Schools-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____		No Cost (included in staff salaries)

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Increase the number of college or career placements for D/HH students by 1% from the previous year's graduating class.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Provide ongoing staff development, program support, and monitoring to ensure that 100% of teachers are effectively implementing California State Standards instruction with ULS (or updated online curriculum software).	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost (included in staff salaries)
Provide annual professional development for certificated and classified staff on California State Standards implementation for moderate-to-severe students.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost (included in staff salaries)
Provide teachers, administrators, and ancillary staff professional development of implementation of California ELD standards for special education students.	Special Schools-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost (included in staff salaries)

GOAL:	GOAL C: **Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.c.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2_X_3__4 _X_5 _X_6__7 _X_8 _X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Students prepared to be college, career, and life-ready	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase the number of student assignments incorporating Project-Based Learning for ACCESS and D/HH, or hands-on learning applicable for Special Schools students, by one per semester.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue development, communication, and scheduled staff workshops, meetings, and events that focus on Project-Based Learning for ACCESS and D/HH, and hands-on learning for Special Schools population.	LEA-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Provide examples of Project-Based Learning assignments that teachers can incorporate in the core content.	ACCESS-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Increase the number of student assignments incorporating Project-Based Learning, or hands-on learning applicable for Special Schools students, by an additional one per semester.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue development, communication, and scheduled staff workshops, meetings, and events that focus on Project-Based Learning and hands-on learning for Special Schools population.	LEA-wide	__X__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Continue to provide examples of Project-Based Learning assignments that teachers can incorporate in the core content.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	From the prior year, maintain the number of student assignments incorporating Project-Based Learning, or hands-on learning applicable for Special Schools students.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Support the dissemination of teacher-developed Project-Based Learning assignments via an online tool, for example Edmodo, and hands-on learning for Special Schools population.	LEA-wide	__X__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost

GOAL:	GOAL C: **Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.d.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6__7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Students prepared to be college, career, and life-ready	
Goal Applies to:	Schools:	All ACCESS and D/HH Schools
	Applicable Pupil Subgroups:	All ACCESS and D/HH Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Improve student assessment results on Smarter Balance Assessments by 1% from the previous year; Improve CELDT and CAHSEE results (as listed above on page 57), and graduation rate to 86.35%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide writing strategies incorporated into scheduled professional development for certificated and classified staff.	ACCESS and D/HH-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify):_____	No Cost
Purchase additional resources and materials to support student writing across the curriculum.	ACCESS and D/HH-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$20,000
Monitor implementation of *Constructing Meaning* and train any new teachers. Trainers provide support for teachers who request assistance or principals who recommend support in implementation.	ACCESS and D/HH-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost (included in staff salaries)

71

	LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Improve student assessment results on Smarter Balance Assessments by 1% from the previous year; Improve CELDT and CAHSEE results (as listed above on page 60), and graduation rate to 86.75%.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue to provide writing strategies incorporated into scheduled professional development for certificated and classified staff.	ACCESS and D/HH-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Evaluate resources purchased to support student writing across the curriculum.	ACCESS and D/HH-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$10,000
Implement integrated ELD classrooms in which *Constructing Meaning* is utilized with fidelity as well as other materials and strategies to support English Learners.	ACCESS and D/HH-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth_X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$3,000 (printing costs) Supplemental and Concentration Grants

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Improve student assessment results on Smarter Balance Assessments by 1% from the previous year; Improve CELDT and CAHSEE results (as listed above on page 62), and graduation rate to 87%.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue to provide writing strategies incorporated into scheduled professional development for certificated and classified staff.	ACCESS and D/HH-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Evaluate resources purchased to support student writing across the curriculum.	ACCESS and D/HH-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth__Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
Continue to implement integrated ELD classrooms in which *Constructing Meaning* is utilized with fidelity as well as other materials and strategies to support English Learners.	ACCESS and D/HH-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth_X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$3,000 (printing costs) Supplemental and Concentration Grants

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

Identified Need:		Students prepared to be college, career, and life-ready
Goal Applies to:	Schools:	All ACCESS
	Applicable Pupil Subgroups:	All ACCESS Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal of 62% of EL students advancing at least one level on the CELDT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to create and publish designated ELD instructional materials targeting Long-Term EL students for use by instructional staff, as well as revise ELD materials based upon staff input.	ACCESS-wide	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	$10,000 Supplemental and Concentration Grants
Provide bi-monthly staff development in the use of the ELD materials and reflection opportunities on the effectiveness of the lessons. Provide curriculum and site-level support for Beginner – Early Intermediate EL students.	ACCESS-wide	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	$15,000 for materials Supplemental and Concentration Grants

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal above of 63.5% of EL students advancing at least one level on the CELDT.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Continue to create and publish designated ELD instructional materials targeting Long-Term EL students for use by instructional staff, as well as revise ELD materials based upon staff input.	ACCESS-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$10,000 Supplemental and Concentration Grants
Continue to provide bi-monthly staff development in the use of the ELD materials and reflection opportunities on the effectiveness of the lessons. Provide curriculum and site-level support for Beginner – Early Intermediate EL students.	ACCESS-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$7,000 for materials Supplemental and Concentration Grants
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal of 65% of EL students advancing at least one level on the CELDT.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Continue to create and publish designated ELD instructional materials targeting Long-Term EL students for use by instructional staff, as well as revise ELD materials based upon staff input.	ACCESS-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$10,000 Supplemental and Concentration Grants
Continue to provide bi-monthly staff development in the use of the ELD materials and reflection opportunities on the effectiveness of the lessons. Provide curriculum and site-level support for Beginner – Early Intermediate EL students.	ACCESS-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$5,000 for materials Supplemental and Concentration Grants

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

Identified Need:	Students prepared to be college, career, and life-ready	
Goal Applies to:	Schools:	All Special Schools
	Applicable Pupil Subgroups:	All Special Schools Pupils

LCAP Year 1: 2015-2016	
Expected Annual Measurable Outcomes:	75% of IEP goals met for students with severe disabilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS by 5% from the previous year.	Special Schools-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,600 (Substitute Teachers)
Provide inservice training in Pro-ACT for all new teachers and paraeducators and staff recommended for re-training by site administrators.	Special Schools-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,600 (Substitute Teachers)
Continue data collection and monitoring to reduce the frequency and duration of emergency behavioral interventions from 2.5% from the previous year.	Special Schools-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

	LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	80% of IEP goals met for students with severe disabilities.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS by 5% from the previous year.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$6,600 (Substitute Teachers)
Provide inservice training in Pro-ACT for all new teachers and paraeducators and staff recommended for re-training by site administrators.	Special Schools-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$6,600 (Substitute Teachers)
Continue data collection and monitoring to reduce the frequency and duration of emergency behavioral interventions from 2.5% from the previous year.	Special Schools-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Cost
	LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	85% of IEP goals met for students with severe disabilities.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Provide inservice training in Pro-ACT for all new teachers and paraeducators and staff recommended for re-training by site administrators.	Special Schools-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$6,600 (Substitute Teachers)

Continue data collection and monitoring to reduce the frequency and duration of emergency behavioral interventions from 2.5% from the previous year.	Special Schools-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

GOAL:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.2.** Retain highly qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction, provide student support services within Special Schools and alternative settings, as well as assist students with academic achievement.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_6__ 7_X_8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Students prepared to be college, career, and life-ready	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2015-2016

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools, and ensure ongoing professional development is provided to support student achievement.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify):_____	$48,727,822 Certificated Instructional Salaries and Benefits
Continue to ensure high-quality academic and clinical support services for all students.	LEA-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify):_____	$3,674,638 Certificated Pupil Support Salaries and Benefits
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	LEA-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify):_____	$18,905,335 Classified Support Services Salaries and Benefits

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$51,046,022 Certificated Instructional Salaries and Benefits
Continue to ensure high-quality academic and clinical support services for all students.	LEA-wide	X_ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify):_____		$3,851,227 Certificated Pupil Support Salaries and Benefits
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	LEA-wide	X_ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify):_____		$19,354,305 Classified Support Services Salaries and Benefits

LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	LEA-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$53,936,815 Certificated Instructional Salaries and Benefits
Continue to ensure high-quality academic and clinical support services for all students.	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$4,067,240 Certificated Pupil Support Salaries and Benefits
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$20,341,547 Classified Support Services Salaries and Benefits

GOAL:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following: C.3. Expand instructional and behavioral interventions and support services to address the critical needs of students.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__4 _X_5 _X_6 _X_7 _X_8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Students prepared to be college, career, and life-ready	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Improve attendance rate of 83% and lower dropout rate of 7.3%; Increase to 70% the achievement of independence as indicated within IEPs for students with severe disabilities; Reduce the frequency and duration of behavioral interventions and emergencies by 2.5% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The funding for Principal for Special Projects and Services continues to be on hold.	ACCESS-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	($180,560 – On Hold)
Expand our outreach and truancy response efforts to more effectively track attendance by hiring two Truancy and Recovery Technicians to address this issue.	ACCESS-wide	X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$119,746
Determine the effectiveness of the Pro-ACT, a risk management, safety enhancement tool used to reduce behavioral episodes in the classroom, and Why Try, a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics.	ACCESS-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$7,000 if deemed effective

Continue to offer GradPoint Online Learning Solution.	ACCESS-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$211,050/ $21,600 (training)
Increase the number of ACCESS community school clinicians funded by LCAP to two, and then increase the number of ACCESS community school clinical interns.	ACCESS-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$230,666
Maintain ongoing case management of homeless students and families.	ACCESS-wide	__ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Homeless_____	No Cost
Increase the number of Pro-ACT Trainings, ULS Trainings, and Assistive Technology/Alternative Augmentative Communication (AT/AAC) Trainings by 5% from the previous year.	Special Schools-wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000
Continue providing bus passes for qualifying students to increase school attendance and access.	ACCESS-wide	__ALL _____ OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000 Supplemental and Concentration Grants
Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	ACCESS-wide	__ALL _____ OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000 Supplemental and Concentration Grants

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train new ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.	ACCESS-wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	ACCESS-wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 Supplemental and Concentration Grants
Investigate additional opportunities for certificated and classified staff to attend workshops and trainings that address the unique needs of low-income students.	ACCESS-wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Improve attendance rate of 83.2% and lower dropout rate of 7.2%; Increase to 75% the achievement of independence as indicated within IEPs for students with severe disabilities; Reduce the frequency and duration of behavioral interventions and emergencies by 2.5% from the previous year.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Evaluate the need for a Principal for Special Projects and Services.	ACCESS-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	($183,269 – On Hold)
Evaluate the effectiveness of our outreach and truancy response efforts. Maintain the funding for two Truancy and Recovery Technicians, and determine if additional staffing is needed.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$125,733

If effective, expand the Pro-ACT and Why Try Programs.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,000
Continue to offer GradPoint Online Learning Solution.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$211,050/ $21,600 (training)
Evaluate the caseloads of ACCESS community school clinicians, and increase clinician/intern staff based on need.	ACCESS-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$254,309 (Cost for two Clinicians, may be increased based on evaluation)
Maintain ongoing case management of homeless students and families.	ACCESS-wide	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify) Homeless_____	No Cost
Increase the number of Pro-ACT Trainings, ULS Trainings, and AT/AAC Trainings by 5% from the previous year.	Special Schools-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500
Continue providing bus passes for qualifying students to increase school attendance and access.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Supplemental and Concentration Grants

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Supplemental and Concentration Grants
Train new ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Supplemental and Concentration Grants
Provide a list of workshops and trainings for certificated and classified staff to attend that address the unique needs of low-income students.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funds to be allocated for identified trainings, up to $5,000 Supplemental and Concentration Grants

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Improve attendance rate of 83.4% and lower dropout rate of 7%; Increase to 80% the achievement of independence as indicated within IEPs for students with severe disabilities; Reduce the frequency and duration of behavioral interventions and emergencies by 2.5% from the previous year.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Continue to implement the most effective outreach and truancy response efforts as determined by the previous year's evaluation. Maintain staffing as appropriate.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$132,020 (Cost for two Truancy/Recovery Technicians, may be increased based on evaluation)

If effective, maintain the Pro-ACT and Why Try Programs.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue to offer GradPoint Online Learning Solution.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$211,050/ $21,600 (training)
Maintain the number of ACCESS community school clinicians, and evaluate need for the following year.	ACCESS-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$267,024 (Cost for two Clinicians, may be increased based on evaluation)
Maintain ongoing case management of homeless students and families.	ACCESS-wide	_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_ Homeless_____	No Cost
Increase the number of Pro-ACT Trainings, ULS Trainings, and AT/AAC Trainings by 5% from the previous year.	Special Schools-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500
Continue providing bus passes for qualifying students to increase school attendance and access.	ACCESS-wide	__ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Supplemental and Concentration Grants

Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	ACCESS-wide	__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Supplemental and Concentration Grants
Train new ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.	ACCESS-wide	__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	ACCESS-wide	__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Supplemental and Concentration Grants
Provide an updated list of workshops and trainings for certificated and classified staff to attend that address the unique needs of low-income students.	ACCESS-wide	__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

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

Identified Need:	Students prepared to be college, career, and life-ready	
Goal Applies to:	Schools:	All ACCESS Schools
	Applicable Pupil Subgroups:	All ACCESS Pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase support services for all students in the areas of behavioral and social development in order to reduce the annual number of suspensions from the baseline of 1.4% (as reported in the 2013-2014 School Accountability Report Card) to 1.3%. (Expulsion rates do not apply as we do not expel students.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Committee will draft the Progressive Intervention Plan best suited to meet ACCESS Juvenile Court and Community School needs and submit to ACCESS Leadership Team for approval. Begin implementation and usage of the Plan. Provide staff training on the implementation of the school Progressive Intervention Plan and communicate the interventions to parents and families.	ACCESS-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Cost
Increase the number of administrators, teachers, and staff trained in Restorative Justice.	ACCESS-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Continue to increase support services for all students in the areas of behavioral and social development to further reduce the annual suspension rate by .1% from the prior year. (Expulsion rates do not apply as we do not expel students.)			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue staff training regarding usage and implementation of the Progressive Intervention Plan and communicate the interventions to parents and families. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.	ACCESS-wide	__X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No Cost
Provide Restorative Justice training to additional administrators, teachers, and staff, and begin to implement Restorative Justice practices at school sites.	ACCESS-wide	X_ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$5,000
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Continue to increase support services for all students in the areas of behavioral and social development to further reduce the annual suspension rate by .1% from the prior year. (Expulsion rates do not apply as we do not expel students.)			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Continue staff training regarding usage and implementation of the Progressive Intervention Plan and communicate the interventions to parents and families. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.	ACCESS-wide	__X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No Cost
Continue to provide Restorative Justice training to additional administrators, teachers, and staff, and continue implementing Restorative Justice practices at school sites.	ACCESS-wide	__X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$5,000

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	GOAL A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following: A.1. Increase bandwidth, connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.	Related State and/or Local Priorities: 1_X_2__ 3__ 4_X_ 5_X_6__7_X 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. Installation of AT&T Switched Ethernet circuits to each ACCESS site. Bandwidth will be 20 Megabytes with the capability to increase up to 1 GB. 2. Replace switches and routers at each ACCESS site to accommodate new circuits. Some sites may use wireless hot spots for distant buildings with one teacher. 3. Evaluate existing wireless capabilities and requirements in the classrooms and upgrade as needed. 4. Deploy server and software infrastructure for VDI roll out.	Actual Annual Measurable Outcomes:	1. To date, five AT&T Ethernet circuits installed. 2. Once the bidding process is completed, approximately 57 switches will be purchased. 3. Five wireless hot spots have been deployed at Fischer High School within Orange County Juvenile Hall. 4. There are currently 369 Thin Client computers in ACCESS school sites, and 370 VDI licenses.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Support technology devices and network infrastructure to meet device-to-student ratio. Upgrade existing circuits to ACCESS sites and replace switches and routers at each ACCESS site to accommodate new circuits.	$700,000	1. Sites have been evaluated as to readiness of installation of new circuits. Nine sites have been designated as ready. Eight sites are landlord approved for installation but need work completed prior to installation. Thirty-nine sites need work done for approval prior to installation of new circuits. Contract was finalized with AT&T to install new circuits.	$2,300 – LCFF, $478,574 – Common Core Total: $480,874

2. Increased monthly cost for new circuits.	$30,000	2. Site evaluation of capacity and signal strength is being determined for future installation.	$4,000 – LCFF	
3. Upgrade Thin Client computers in ACCESS sites and implement VDI for ACCESS Administrative services.	$75,000	3. One hundred additional Thin Client computers are being prepared for AUs 101 and 102.	$348,456 – Common Core	
4. Add additional licenses (VM Ware) for Virtual Desktops.	$50,000	4. Licensing pending for installation of the 100 new Thin Client computers in AUs 101 and 102.	$0	

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

Purchase additional computers for student use at Lyon, Greeley, Mary's Academy, and La Habra Community School Sites.	$127,500	No computers have been purchased to date due to connectivity issues.	$0
Scope of service:	ACCESS schools connected to group homes (Lyon, Greeley, Mary's Academy, La Habra School	Scope of service:	ACCESS schools connected to group homes (Lyon, Greeley, Mary's Academy, La Habra School
__ALL		__ALL	
OR: __Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers and students at school sites that have upgraded technology are benefiting from the increase in bandwidth and connectivity. The improved student computer ratios have resulted in increased student engagement. These efforts will continue in the 2015-2016 school year as the process has not gone as quickly as planned due to individual issues with leased buildings, infrastructure obstacles, and connectivity problems. The computers for the identified group home school sites will be prioritized for 2015-2016.

Original GOAL from prior year LCAP:	**GOAL A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:** **A.2.** Increase staff and student utilization of technology in instruction and learning.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 _X_ 6 __ 7 _X_ 8 _X_ COE only: 9 __ 10 __ Local : Specify _____

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

Expected Annual Measurable Outcomes:	From a 2013-2014 established baseline, increase the ratio of usable computers/devices available for students to 1:6.5 for ACCESS Community Schools, 1:4 for ACCESS Juvenile Court Schools, and 1:15 for CHEP/PCHS Schools.	Actual Annual Measurable Outcomes:	The ratios will be calculated in the spring using the following information: • These devices were purchased with LCFF funds: 100 Thin Client computers; 20 Kindles; two STEM Work Stations; 30 Toshiba Laptops; 106 Chromebooks. • These devices were purchased with other General or Grant funds: 19 Surfaces; five Dell Opti 3020s; four Laptops; 19 Dells; five iPad Minis; eight iPad Airs; nine iPod Touches.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase computers and devices to satisfy goals to achieve specific student-to-computer ratios identified above for Juvenile Institutions. Community Schools and CHEP/PCHS – Estimated number of devices: 141	$99,870	1. To date, 258 devices have been purchased with LCFF funds. Sixty-nine devices have been purchased with other General, Grant, or Special Education funds.	$233,914 – Common Core, $16,082 – SOS, $19,132 – E-rate, $4,347 – Special Education Total: $273,475

2. Purchase and implement GradPoint Online Learning Solution.	$207,306/ $21,600 (extensive training)	2. GradPoint Online Learning Solution purchased and training for staff has begun. Currently, 350 students enrolled in online courses.	$211,050/ $19,950 – LCFF

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

1. Provide additional lab time at identified school sites for students to utilize technology.	No Cost	1. Baseline information has been requested and an aggregation of the data is in progress.	No Cost
2. Purchase and implement GradPoint Online Learning Solution.	See above	2. GradPoint Online Learning Solution has been purchased and training for staff has begun. Students are also using this curriculum.	See above

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

Conduct workshops on GradPoint Online curriculum for certificated staff to enroll identified R-FEPs in A-G courses and track student progress.	$2,500	A plan is currently being developed to cross-reference R-FEP students against GradPoint enrollment. In the 2015-2016 school year, an R-FEP group will be created in EADMS to assist with monitoring progress and providing ELD support for identified students.	$0

Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With input from ACCESS and SES Leadership Teams, goals A.2. and A.3. from the 2014-2015 LCAP were combined for the 2015-2016 school year, as both goals address student and staff utilization of technology and identify the software resources available. Because the number of students enrolled is greater than anticipated and the feedback regarding GradPoint thus far has been positive, we plan to continue to expand GradPoint usage LEA-wide. Training will be provided for staff in the utilization of EADMS, a software program to track student assessment data. To improve student access to technology, the following devices were purchased with Special Schools funds: five iPad Minis; eight iPads, and nine iPod Touch tablets. Special Schools will purchase additional computers/devices for students in the upcoming year. Special Schools administrative staff is exploring the use of the Measures of Academic Progress (MAP) program to monitor student progress on academic areas, as well as collaborating with other OCDE divisions and continuing with a technology committee to inform decisions.

Original GOAL from prior year LCAP:	**GOAL A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:** **A.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).	Related State and/or Local Priorities: 1_X_2_X_3__ 4_X_5_X_6__ 7_X_8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Determine the percentage of students using technology to complete assignments to establish a baseline, as evaluated by student and staff surveys.	Actual Annual Measurable Outcomes:	The baselines have been established based on student and staff survey results, which are located in Appendix C.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide Edivate for 90 staff.	$17,000	1. School administrative staff have been trained with Edivate, and resources have been shared with teachers at staff meetings.	$16,650 – LCFF

2. By February 2015, survey staff and students to determine the baseline level of technology usage in student assignments and students' access to technology at home.	No Cost	2. Surveys in English and Spanish are mailed home, passed out at parent meetings, and hand-carried home by students. The student survey was distributed and completed the beginning of March.	$6,475 – LCFF
Scope of service: ACCESS- and D/HH-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS-and D/HH-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire an Educational Tech User Support Assistant to support staff in the implementation of educational software.	$70,000	An Educational Tech User Support Assistant was hired in January 2015.	$28,126 – LCFF
Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ACCESS-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Renew subscriptions for ULS and News 2 You.	$18,400	ULS subscription has been renewed and 32 subscriptions purchased. Teachers have been trained. Classified staff will receive further training. News 2 You has also been renewed.	$17,605 – Instructional Materials Fund
Scope of service: Special School-wide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: Special Schools-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Survey Foster Youth on the access and use of technology within courses and assignments.	No Cost	Draft survey in development and will be completed in 2015-2016.	$0
Scope of service: ACCESS schools connected to group homes (Lyon, Greeley, Mary's Academy, and La Habra School)		**Scope of service:** ACCESS schools connected to group homes (Lyon, Greeley, Mary's Academy, and La Habra School)	
__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The use of Edivate, previously known as PD 360, was less than anticipated because the tool has yet to be tied to the OCDE teacher evaluation process. Conversations with Human Resources and Edivate staff are in process for the use of this tool for next school year. Surveys were provided to parents and students to collect data to establish a baseline for determining the percentage of students using technology that is incorporated into 21st Century assignments requiring deeper learning. This data will be used to monitor progress going forward. Surveys were also provided to Special Schools staff to inventory equipment and assess technology needs, and future purchases will reflect staff input regarding the needs addresses in the survey. Surveys will be given to Lyon, Greeley, and Mary's Academy in the 2015-2016 school year. The foster youth at La Habra Community School have transferred back to Fullerton Joint Union High School District and are no longer ACCESS students. (With input from ACCESS and SES Leadership Teams, goals A.2. and A.3. from the 2014-2015 LCAP were combined for the 2015-2016 school year, as both goals address student and staff utilization of technology and identify the software resources available.)

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.a.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	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, SCT meetings, IEPs, and parent orientations and trainings will have a positive impact on student daily attendance leading to lower dropout rates.	Actual Annual Measurable Outcomes:	The current data from the 2013-2014 School Accountability Report Card indicates a dropout rate of 7.3%. This goal has been met.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Produce OCDE-wide calendar of all parent events.	No Cost	1. Event information has been provided from AUs for inclusion in the ACCESS Master Calendar. Special Schools principals to provide dates and team meeting dates.	$0
2. Provide refreshments at OCDE parent meetings and events, and interpretation/translation services.	$2,000	2. Refreshments have been purchased for parent meetings and events throughout the school year, and interpretation and translation services were consistently provided.	$2,000 – LCFF
3. Phase in the School Messenger System for communicating essential information to parents.	No Cost	3. To better meet the needs of families, a new communication system, School Messenger, was purchased. Student information and messaging configuration for migration to School Messenger application has been completed. Training is currently being arranged to initiate this service.	$10,280 – LCFF

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
Explore the feasibility of providing parents with incentives for attending school-related activities.		$5,000	A list of incentives currently utilized has been compiled. Incentives include extra-credit opportunities for students, donated gift cards, household and recreation items, food boxes, and shoes. Input has been requested for new ideas for incentives via Edmodo and email.		$5,000 – LCFF
Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
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.		No Cost	1. Fifty FYSPs will be completed by June 15, 2015. The form to be given to parents is still in development.		$0
2. Complete 20 Career Awareness Inventories.		No Cost	2. Foster Youth Service staff is collaborating with Lyon teachers to complete the Inventories. The process began in February 2015.		$0
3. Pilot Recreational Therapy and other Physical Education activities for Lyon School students.		$5,000	3. Foster Youth Services met with Orangewood Children and Family Center as well as Health Care Agency representatives to discuss providing sensory motor items for Lyon students and purchased appropriate items.		$2,000 – LCFF

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Data indicating increased parent attendance at school events substantiates our successful efforts to enhance parent involvement. Parents have provided ideas for program improvement and offered new perspectives from which to improve our program. As a result of our outreach efforts, parents have indicated that they feel more included in their child's education and that they are being heard. We will continue to offer parents varied opportunities to successfully engage in the educational process, and to attend training sessions. For example, University High School hosts a D/HH college night for all D/HH parents and students throughout Orange County. For foster youth parents, confidentiality issues have created challenges for the parent form to be distributed. Therefore, the parent form will be integrated into the Foster Youth Services Plan. The pilot for Pilot Recreational Therapy and other Physical Education activities for Lyon School students was modified to include the purchase of sensory motor items and research will continue into the purchase of an additional items. The 2013-2014 School Accountability Report Card indicated that we exceeded our goal by reducing the dropout rate from 8.75% to 7.3%. As a result, our dropout rate goals for future years will be amended to reflect our continued efforts toward providing an engaging educational experience for all students. Based on training and input with Lyon staff, we are working on trauma-informed systems of care and this will take the place of recreational therapy, and will research purchase of sensory motor integration equipment.

	GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.b.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.		1__ 2__ 3_X_ 4_X_5_X_ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Increase the annual ADA rate from 82.7% to 83% in ACCESS Community Schools.	Actual Annual Measurable Outcomes:	The attendance rate for ACCESS Community Schools ADA in months one through seven was 80%. The final calculation will be done in July.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase collaboration with stakeholders to identify parent education programs by obtaining literature, attending community meetings, and inviting key stakeholder personnel to ACCESS meetings.	No Cost	1. Communication with stakeholders regarding ACCESS program activities has expanded. For example, the Latino Educational Attainment Initiative has been contacted to explore the applicability of their Ten Educational Commandments training for parents.	$0
2. Develop and coordinate ACCESS-wide parent activities. Each AU will conduct at least one parent information night during the school year.	$3,000	2. This objective has been met. All AUs have conducted at least one parent event during this school year. As of February 2015, 52 parent events have been held throughout ACCESS.	$956 – LCFF, $4,472 – Title I Total: $5,428
3. Pilot Aeries.Net to provide parents access to student progress and information (i.e. attendance, transcripts). Train staff to use the system.	$10,000/ $1,500 (training)	3. AUs 101 and 108 were selected for this pilot. Teacher and Parent Portals were established and configured, however we encountered challenges with the system requiring additional training for staff.	$0
4. Hire one Program Data Technician to oversee Aeries.Net, maintain content, provide desktop support, and manage system functionality. Provide training for use of Aeries.Net to staff. Present Aeries.Net at contact points with parents, i.e. parent nights, enrollment, etc.	$79,682/ $1,000 (materials)	4. The Program Data Technician was hired in October 2014.	$73,811 – LCFF

101

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

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.1.c.** Increase parent participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_5_X_ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Increase parent satisfaction with the Special Schools program through individual conferences and information nights, email and text messages, parent committees, SCT meetings, IEPs, and parent orientations and trainings.	Actual Annual Measurable Outcomes:	Develop a parent satisfaction survey and provide results by June 2015.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	No Cost	The 2013-2014 baseline for Special Education schools parent participation was 92%. Results for 2014-2015 participation data due in June 2015.	No Cost

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A parent survey was provided to all Special Schools parents. Based on the results, we now provide them with additional information regarding school-based community events and activities, such as PTA membership.		
Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.a.** Identify, develop, and renew partnerships and increase stakeholder and agency linkages with those listed in the *Involvement Process* above, to maximize resources for students, including the exploration of county-operated charter school opportunities.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_6_X_ 7__ 8_X_ COE only: 9_X_ 10_X_ Local : Specify _____

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils: Focus Subgroups – Expelled Youth, Latino, Foster Youth, EL, Lower Socio-economic, Special Education	

Expected Annual Measurable Outcomes:	Increase the number of grants obtained and service contracts initiated by 5% from the 2013-2014 baseline as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.	Actual Annual Measurable Outcomes:	The number of grants obtained in 2014-2015 was increased by 20%, from 10 to 12, and so the goal to increase the number of grants by 5% was met.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create a Leadership Team sub-committee to investigate grant opportunities published in the OCDE monthly Funding Tree newsletter that are applicable to ACCESS students.	No Cost	Due to the restructuring of the OCDE Grant Development Office, the creation of the sub-committee is on hold.	No Cost
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
1. Partner with community organizations to assist with providing students food, clothing, shoes, and basic school supplies.	No Cost	1. Homeless Educational Services Referral forms are continuously collected. These forms list resources provided to individual students and families. Second Harvest currently provides 330 students and their families with boxes of non-perishable groceries on a monthly basis. Over 650 pairs of shoes have been distributed through a donation from Focus North America.	No Cost, Donated Items

103

2. Provide referrals to community-based agencies and maintain region-specific resource binders for ease of access. OCDE staff attends community collaborative meetings and resource fairs to share resources.	$5,000 (printing and materials)	2. An online community Resource Directory is being created and resources are being added for future upload to the ACCESS website. Flyers and agendas collected from all community collaboratives and resource fairs have been entered into a working spreadsheet.	$0
Scope of service: ACCESS-wide		**Scope of service:** ACCESS-wide	
__ALL		__ALL	
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Leadership Team sub-committee, which will be utilizing Funding Tree newsletter information, is on hold and will be revisited in the 2015-2016 school year. The community Resource Directory is in the process of being updated and will be accessible to all ACCESS staff as a Google Doc. This online directory results in a cost savings of $5,000 for printing and materials. Community partnerships continue to expand to meet the needs of all students, especially homeless students. For example, this year we have enhanced our partnerships with two community organizations, Giving Children Hope and Second Harvest Food Bank, to provide students with service learning opportunities. In addition, the Orange County Asian and Pacific Islander Community Alliance has doubled their efforts to serve at-risk youth within ACCESS school sites. To better support the acquisition of grants for student support services, a Coordinator and Program Support Assistant shall be hired in the 2015-2016 school year. Based on the number of grants we currently have, the goal has been increased from 5% to 10% for each of the next three years as we exceeded the goal this year. (A charter school petition has been submitted to the Orange County Board of Education for possible consideration and approval at the June 2015 Board Meeting. This aspect of Goal B.2.a. through B.2.d. has been amended for the 2015-2018 OCDE LCAP to refocus this goal on health, counseling, and life skills.)

Original GOAL from prior year LCAP:	GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following: B.2.b. Identify, develop, and renew partnerships and increase stakeholder and agency linkages with those listed in the *Involvement Process* above, to maximize resources for students, including the exploration of county-operated charter school opportunities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8_X_ COE only: 9_X_ 10_X_ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Expand extra-curricular opportunities by one for students that focus on vocational and performing arts.	Actual Annual Measurable Outcomes:	Summer at the Center is being planned. We are exploring proposals with Women Helping Women/Men To Work regarding vocational training. Career Technical Education (CTE) classes in *Health/Bio-Technology* and *Information Communication Technology/Digital Media* began March 10, 2015. We have worked with Junior Achievement for the past four years. This year we expanded our partnership to include a job shadowing opportunity for students.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish an extra-curricular activities fund for ACCESS programs.	$20,000	The following programs were provided to students: Summer at the Center, Inside the Outdoors, Drill Team, Gardening Club, Yoga, Yearbook, Weight Lifting Club, America On Track, Art Fair, and Baseball, Basketball, and Soccer Clubs.	$40,511 – LCFF
Scope of service: ACCESS-wide		Scope of service: ACCESS-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Students enrolled in the *Introduction to Online Learning for the ACCESS Career Pathways Certificate Programs*, a pre-requisite course designed to prepare students for the online learning environment. Following some scheduling difficulties, students were able to complete this course and enroll in a Career Technical Education class in either *Health/Bio-Technology*, or *Information Communication Technology/Digital Media.* Efforts to improve the delivery model of these classes to help maintain student engagement and course completion are in progress. In addition, we are in discussions with local community colleges so students may get dual high school and college credit for these courses. Expansion plans are underway to offer these courses at additional ACCESS school sites. In the 2014-2015 school year, the Women Helping Women/Men To Work organization began offering a six-week course for career exploration and job readiness skills for ACCESS students. Due to the success of this program, we will continue with this partnership. Through our partnership with Junior Achievement, community school students in South Orange County were given the opportunity to tour the Microsoft store and learn valuable information from the employees regarding their career path, new products, and career opportunities within Microsoft. Plans are underway with Sam's Club to offer a similar job shadowing experience to additional ACCESS community school students in the 2015-2016 school year. Transportation costs for this program, and other college and career readiness events, continue to be an issue, and shall be addressed in the next year's LCAP through increased funding. We plan to use a CTE staff member to expand CTE opportunities for students, and provide Pure Game, a physical education and character development program, at seven ACCESS sites.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.c.** Identify, develop, and renew partnerships and increase stakeholder and agency linkages with those listed in the *Involvement Process* above, to maximize resources for students, including the exploration of county-operated charter school opportunities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8_X_ COE only: 9_X_ 10_X_ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Investigate targeted student populations appropriate for charter schools.	Actual Annual Measurable Outcomes:	A charter school petition has been written, is being reviewed by OCDE staff, and has been submitted to the OCBE for approval in June 2015.

LCAP Year: 2014-2015				
Planned Actions/Services			**Actual Actions/Services**	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Support targeted student population by identifying possible partnerships regarding charter school opportunities.		No Cost	We are collaborating with Workforce Investment Act partners to develop a county charter school.	$0
Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A charter school petition has been submitted to the Orange County Board of Education for possible consideration and approval at the June 2015 Board Meeting. This goal shall be removed from the OCDE LCAP as charter schools are required to develop an LCAP specifically designed to address the individual charter school program.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.2.d.** Identify, develop, and renew partnerships and increase stakeholder and agency linkages with those listed in the *Involvement Process* above, to maximize resources for students, including the exploration of county-operated charter school opportunities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8_X_ COE only: 9_X_ 10_X_ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Increase the number of adult program placements offered after graduation for students with severe disabilities by 2% from the previous year.	Actual Annual Measurable Outcomes:	This goal has been met: - Out of 19 graduates, 16 were placed for 2013-2014. - As of December 2014, nine students exited the Special Education Program. - Three students placed in adult day programs with specialized behavior support. - Two students receiving post-school in-home services with specialized behavior support pending development of appropriate day program. - Two students receiving post-school in-home specialized health care support. - One student placement pending. - One student moved out of county.

LCAP Year: 2014-2015				
Planned Actions/Services			**Actual Actions/Services**	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Update OCDE Transition Resource Directory to identify and expand services for severely disabled students. Distribute Directory to parents, partners, and Special School sites.	No Cost		Directory posted on Regional Center of Orange County and presented to the Adult Services Advisory Committee's 100 members. Also, a PDF version was sent to all teachers of current students, as well as distributed at IEP meetings for 2015 and 2016 graduates. (14 parents between 10/2014 and 2/2015)	No Cost
Scope of service:	Special Schools-wide		Scope of service:	Special Schools-wide
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Vocational Specialist for Special Schools is now partnering with the Harbor Regional Center in Los Angeles County to connect families with adult program resources in their communities.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.3.a.** Expand instructional and behavioral interventions and support services to address the critical needs of students.	Related State and/or Local Priorities: 1__2__3__4_X_ 5_X_6_X_7__8_X_ COE only: 9_X_ 10_X_ Local : Specify _____

Goal Applies to:	Schools: All ACCESS Schools
	Applicable Pupil Subgroups: All ACCESS Pupils: Focus Subgroups – Expelled Youth, Foster Youth, All Significant Subgroups

Expected Annual Measurable Outcomes:	In community schools, improve attendance to 83% and lower dropout rates to 8.75%.	Actual Annual Measurable Outcomes:	The most recent data available indicates a dropout rate of 7.3%. This goal has been met. Complete attendance data for 2013-2014 will be available in the summer of 2015. To date, for months one through seven, the attendance rate was 80%. The final calculation will be done in July.

LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Assign Principal for Special Projects and Services.	$177,892		1. Position is on hold at this time.	$0
2. Pilot the Pro-ACT and Why Try Program for behavioral support, sites to be determined.	$20,000		2. Five Pro-ACT classes were held, with two more planned through June, and 68 staff have been trained. Why Try training for the pilot has been completed, and 29 staff have been trained.	$22,771 – LCFF
3. Purchase and implement GradPoint Online Learning Solution.	Expenditure listed above on page 92		3. GradPoint has been implemented and staff are being trained.	Expenditure listed above on page 92
4. Increase the number of ACCESS community school clinicians by one.	$97,000		4. An ACCESS community school clinician was hired in August 2014.	$97,070 – LCFF
5. Maintain ongoing case management of homeless students and families.	$86,516 (Title I funds)		5. Support for homeless students and families has improved through systematic case management, consistent contact with families, and ongoing follow-up.	$86,516 – Title I
Scope of service:	ACCESS-wide		Scope of service: ACCESS-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

1.	Provide bus passes for qualifying students to increase school attendance and access.	$10,000	1.	As of February 2014, LCAP funds have provided 414 bus passes to low-income students.	$10,350 – LCFF
2.	Purchase and implement GradPoint Online Learning Solution.	Expenditure listed above on page 92	2.	GradPoint Online Learning Solution has been purchased and is in use.	Expenditure listed above on page 92
3.	Offer low-income pupils basic school supplies as needed to complete assignments at home.	$10,000	3.	Basic school supplies have been distributed to each AU in ACCESS.	$10,707 – LCFF
4.	Train ACCESS staff to use *2-1-1 Orange County*, on online database of community resources.	No Cost	4.	New Family Community Liaisons are trained to use the *2-1-1 Orange County* database.	No Cost
5.	Provide a fund for miscellaneous test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	$5,000	5.	One student request to take the ACT test was funded.	$100 – LCFF
6.	Investigate opportunities for certificated and classified staff to attend workshops and trainings that address the unique needs of low-income students.	No Cost	6.	Ongoing Constructing Meaning, Why Try, Pro-ACT, and EL Services trainings and workshops have been scheduled throughout the school year for all certificated and classified staff.	No costs are associated with scheduling. Program costs are listed elsewhere in this section.

Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	

__ALL

OR:
_X_Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups: (Specify)_____

__ALL

OR:
_X_Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups: (Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal B.3. from LCAP 2014-2015 was moved to Goal C.3. as it is more effectively aligned with preparing students to be college, career, and life-ready. Based on administrative and program staff feedback, continue with the services and expenditures listed for 2014-2015 school year, and have available for the 2016-2017 school year. While we have met our dropout rate goal, our attendance rate goal has not yet been achieved. Our current enrollment trend indicates that our students are older and enter with higher truancy rates. Therefore, we are looking at ways to enhance our outreach and truancy response efforts to help achieve this goal.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.3.b.** Expand instructional and behavioral interventions and support services to address the critical needs of students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All Special Schools
	Applicable Pupil Subgroups: All Special Schools Pupils, ages 16-22

Expected Annual Measurable Outcomes:	1. Increase to 70% the achievement of independence as indicated within IEPs for students with severe disabilities. 2. Reduce the frequency and duration of behavioral interventions and emergencies from baseline by 2.5%.	Actual Annual Measurable Outcomes:	1. To date, 62.5% of students with severe disabilities have achieved independence. 2. 2013-2014 baseline data: 21 students with behavior emergency reports; 69 incidents; average duration of incident is 36 minutes.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase the number of Pro-ACT Trainings, ULS Trainings, and AT/AAC Trainings by 10% from baseline.	$1,500	This goal has been met: AT/AAC Certification for Speech and Language Pathologists; ULS Training for all Special Schools teachers; AT/AAC Training for all students.	$3,000 – LCFF Supplemental and Concentration Grants
Scope of service: Special Schools-wide		Scope of service: Special Schools-wide	
_X_ ALL		_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal B.3. from 2014-2015 was moved to Goal C.3. as it is aligned with preparing students to be college, career, and life-ready. This change was made based on staff development surveys, and additional trainings will be provided and current trainings shall continue. SES administration plans to offer additional training for teachers, but also to revise this goal to be more realistic in the upcoming years. Therefore, the percentage of students with severe disabilities achieving independence will be modified in the 2015-2017 school years.

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

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

Expected Annual Measurable Outcomes:	Academic options for expelled youth will be improved by identifying gaps in services in the existing countywide tri-annual Expulsion Plan.	Actual Annual Measurable Outcomes:	The draft of the countywide Plan has been submitted to all districts for input and approval. The Plan will be submitted to the CDE in June 2015.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Meet with all CWA Directors of the 27 districts in Orange County to identify gaps in services in the current Expulsion Plan. Obtain all local school boards' approval of the updated Expulsion Plan.	No Cost	A survey was sent by OCDE staff to all district CWA Directors regarding needs, progress, and gaps in the expiring Expulsion Plan. The first draft of the County Expulsion Plan was submitted to districts for review in December 2014. In February 2015, school districts presented their respective Expulsion Plans to their Boards for approval, and the countywide Expulsion Plan will be presented to the OCBE by the end of the 2014-2015 school year.	No Cost
Scope of service: Orange County-wide		Scope of service: Orange County-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to meet with the CWA Directors to monitor the effectiveness of the Expulsion Plan submitted in June 2015. CWA Directors and ACCESS Administrators will meet five times during the 2015-2016 school year. School district feedback regarding the Expulsion Plan is positive and will continue to utilize ACCESS as a school placement for expelled youth.

Original GOAL from prior year LCAP:	GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following: B.5. Develop and implement an FYSP for foster youth.	Related State and/or Local Priorities: 1 _X_ 2 __ 3 _X_ 4 _X_ 5 _X_ 6 __ 7 __ 8 __ COE only: 9 __ 10 _X_ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. Create a workgroup with partners from child welfare, probation, youth, teacher, mental health, and Foster Youth Services to develop an FYSP. 2. Pilot the FYSP at Lyon School in the spring term.	Actual Annual Measurable Outcomes:	1. The FYSP workgroup was established and met four times through March. A fifth meeting is scheduled for June. The FYSP has been developed. 2. The pilot of the FYSP at Lyon School began in January with ten students, and the plan is to increase to 50 students by June 2015.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Pilot the FYSP at Lyon School in the spring term. Hire a Foster Youth Educational Liaison.	$144,728	There will be 50 FYSPs completed by June 2015. A Foster Youth Educational Liaison was hired.	$75,414 – LCFF, Supplemental and Concentration Grants $32,320 – Foster Youth Total: $107,734
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ ALL		_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There was a cost savings for the Foster Youth Educational Liaison due to Title IVe matching funding through a contract with Orange County Social Services Agency which covered 30% of the position. The FYSP will continue to be revised during the 2015-2016 school year.

Original GOAL from prior year LCAP:	**GOAL B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:** **B.6.a.** Systemize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services.	Related State and/or Local Priorities: 1__2__ 3_X_4_X_ 5_X_6_X_ 7__ 8_X_ COE only: 9__ 10_X_ Local : Specify _____

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

Expected Annual Measurable Outcomes:	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.	Actual Annual Measurable Outcomes:	To date, the state has not released the required academic measures.

<div align="center">LCAP Year: 2014-2015</div>

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop baseline data for foster youth to track changes in school placement.	No Cost	1. On hold pending the CDE's release of academic measures for identified foster youth.	No Cost
2. Complete one EPR for 75% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (750 unduplicated EPRs).	No Cost	2. This goal has been met. By January 2015, 751 EPRs have been completed, which exceeds the goal of 750 by June 2015.	No Cost
3. Continue to respond to Juvenile Court requests in a timely manner.	No Cost	3. As of May 31, 2015, there have been 20 requests of which 13 have been successfully resolved and ten are still in progress.	No Cost

Scope of service:	All Orange County School Districts, including OCDE's LEA schools		Scope of service:	All Orange County School Districts, including OCDE's LEA schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are exploring the possibility of developing a county-wide integrated database to monitor county-wide foster youth academic data, as the current foster youth database at the state level does not include academic information, Therefore, the need exists to create a viable database for this purpose specific to Orange County foster youth which will be researched and developed in the 2015-2016 school year. In addition, training on trauma, brain development, and its impact on learning will be offered to all Orange County school districts in the 2015-2016 school year. For the 2015-2016 school year, LCAP funds will be allocated to pay for a portion of the manager of Foster Youth Services for the ongoing time spent in service to the Juvenile Court and the training provided to stakeholders.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.a.** Incorporate instructional strategies that integrate 21st Century skills through the implementation of California State Standards and California's ELD Standards while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__2_X_3__4_X_5_X_6__7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All ACCESS Schools and D/HH Schools
	Applicable Pupil Subgroups: All ACCESS Pupils and D/HH Pupils: Focus Subgroups – All significant subgroups

Expected Annual Measurable Outcomes:	1. Increase use of Smarter Balance practice tests. 2. Improve CAHSEE proficiency rate for all significant subgroups ELA from 49.7% to 50.7%. 3. Improve CAHSEE proficiency rate for all significant subgroups in Math from 43.4% to 44.4%.	Actual Annual Measurable Outcomes:	1. Teachers were trained in the use of the Smarter Balanced Practice and Training tests. A form was provided to track student practice. Forms were collected at the end of February, March, and April. 2. Complete data will be available in summer 2015. 3. Complete data will available in summer 2015.

4. CELDT: To meet federally-defined targets for EL students, 60.5% of EL students will advance at least one level on the CELDT for the 2014-2015 school year.		4. Complete data will be available in summer 2015.
5. Increase current graduation rate from 85.85% to 86.1% for students in the program with a minimum of 160 credits by September 2014.		5. This goal has been met. The current graduation rate is 87.54%.
6. Students will have appropriately assigned teachers in the core subjects.		6. This goal has been met. There were no teacher misassignments.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. 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.	No Cost	1. Monthly and annual staff development meetings are in progress. Agendas and sign-in sheets are available. The professional calendar for instruction and assessment has been provided to all staff.	No Cost
2. Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	No Cost	2. Using the data from the EDMS, the following is the HQT compliance breakdown: Institutional Schools – 92% compliant; County Community Schools – 93.4% compliant; CHEP and PCHS – 100% compliant. OCDE has an agreement to cover enrollment costs for teachers to attend Los Angeles County Office of Education's (LACOE) Verification Process for Specialized Settings (VPSS) Online Program, and since September 2014, 17 teachers have participated.	No Cost

Scope of service:	LEA-wide		Scope of service:	LEA-wide	

_X_ ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

_X_ ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

Offer after-school tutoring for identified students. Hire 15 additional tutors.	$210,000 (Title I funds)	All 15 tutors have been hired. Recruitment is ongoing to fill vacancies as they occur. Tutors work during the school day and after school with teacher-identified students.	$150,000 – Title I
Scope of service: ACCESS-wide __ALL OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** ACCESS-wide __ALL OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Hire an additional nine ELDAs to implement the ELDA Program in the Juvenile Court Schools and Sunburst Youth Academy. 2. Provide ELD overview trainings, in person and via WebX bi-monthly. 3. Provide CM training for identified certificated staff to become CM presenters and provide a full-day CM training to all teachers. 4. Twice a year staff development training for certificated and classified staff in strategies for Special Education/EL students.	$135,000 $1,000 for product licenses $3,000 $2,500 for materials	1. All nine ELDAs have been hired. Recruitment is ongoing to fill vacancies as they occur. 2. Monthly English Language Development (MELD) trainings are ongoing and available on Edmodo and Google Docs. 3. Staff attended an EL Achieve conference to enhance EL instruction in the classroom. 4. IEP training dates scheduled in November 2014, December 2014, and January 2015. Speech and Language Pathologists/Speech and Language Pathologist Assistants, CELDT, and CST/Smarter Balance trainings are on the calendar for 2014-2015.	$104,481 – LCFF Supplemental and Concentration Grants $0 $3,000 – LCFF $1,700 – Title III $1,112 – EIA Total: $5,812 $0
Scope of service: ACCESS-wide __ALL OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** ACCESS-wide __ALL OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1. Provide CM training for identified certificated staff to become CM presenters and provide a full-day CM training to all teachers.	$15,000	1. A full day CM training was provided to each AU in September 2014. There were five additional two-hour trainings focusing on CM instructional strategies.	$42,554 – Title III $6,719 – EIA Total: $49,273
2. Research and purchase a data management system to monitor the academic achievement of R-FEP students.	$21,000/ $9,000 (training)	2. Adrylan Communications – EADMS has been purchased. Training has yet to take place.	$27,675 – LCFF Supplemental and Concentration Grants

Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	

__ALL

OR:
__Low Income pupils __English Learners
__Foster Youth _X_Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

__ALL

OR:
__Low Income pupils __English Learners
__Foster Youth _X_Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on feedback received from ACCESS and SES Leadership Teams, Goals C.1.a. and C.1.b. have been combined in the 2015 LCAP as both goals addressed similar areas. We will coordinate trainings for EADMS to ensure staff understand how to track student assessment results, in particular English Learner CELDT results, in order to target instruction appropriately and address redesignation responsibilities. In 2014-2015, 172 students, or 12% of our English Learner population, were redesignated as fluent English proficient. Plan professional development training to deepen the use of Constructing Meaning instructional strategies by staff. Parent and administrative staff input indicated a need for more rigorous assignments within our Independent Study program, and this will be addressed in the 2015-2016 school year. Based on administrative and program staff feedback, continue with the services and expenditures listed for 2014-2015 school year, and have the funds available for the 2015-2016 school year.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.b.** Incorporate instructional strategies that integrate 21st Century skills through the implementation of California State Standards and California's ELD Standards while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Increase tutor support at school sites ACCESS-wide from baseline.	Actual Annual Measurable Outcomes:	Ten additional tutors have been hired, trained, and assigned to ACCESS school sites.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. 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 materials	1. An online staff survey was distributed in March focusing on the use of technology and staff development for California State Standards. ACCESS English Language Arts, Math, Science, and Social Science committees have been formed. Monthly and bi-monthly meetings are scheduled throughout the school year. Special Schools is planning to have their first meeting in spring 2015.	$16,187 – LCFF Supplemental and Concentration Grants
2. Administrators shall assess teachers via classroom observation tool connecting technology with California State Standards instruction.	No Cost	2. The teacher observation tool based on California State Standards and Constructing Meaning has been developed and training for administrators is underway.	No Cost

3. Hire approximately ten tutors to work with community school students.	$140,000	3. Ten tutors have been hired, trained, and placed at community school sites. Recruitment is ongoing to fill vacancies as they occur.	$52,225 – LCFF Supplemental and Concentration Grants
Scope of service: ACCESS-wide		Scope of service: ACCESS-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on feedback received from ACCESS and SES Leadership Teams, Goals C.1. and C.2. from the 2014-2015 OCDE LCAP have been combined because professional development aligns with incorporating instructional strategies that integrate 21st Century skills. Continue training of administrative staff on the use of the teacher observation tool that addresses alignment with objectives of instructional goals, state standards, and Constructing Meaning strategies. Refine the observation tool to improve ease of use. Based on administrative and program staff feedback, continue with the services and expenditures listed for 2014-2015 school year, and have available for the 2016-2017 school year.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.c.** Incorporate instructional strategies that integrate 21st Century skills through the implementation of California State Standards and California's ELD Standards while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Increase the number of college or career placements for D/HH students by 1% from the previous year's graduating class.	Actual Annual Measurable Outcomes:	The previous year's percentage of college or career placements for D/HH graduating students was 25%. The current percentage is 66%. This goal has been met.

LCAP Year: 2014-2015				
Planned Actions/Services		**Actual Actions/Services**		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Conduct review of ULS instruction.	No Cost	ULS teacher training held in October 2014. An interactive online survey was administered to teachers to evaluate the implementation of ULS curriculum.		No Cost
Scope of service: Special Schools-wide		Scope of service: Special Schools-wide		
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on survey results and discussion groups, updated ULS curriculum will continue to be utilized with Special Schools students.			
Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.2.a.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards.		Related State and/or Local Priorities: 1__ 2 X 3__ 4 X 5 X 6__ 7 X 8 X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools			
	Applicable Pupil Subgroups: All Pupils			
Expected Annual Measurable Outcomes:	Increase alignment between assignments and California State Standards.	Actual Annual Measurable Outcomes:	Monthly staff development meetings are being held LEA-wide. The teacher observation tool was developed and shared with administrators in the Spring of the 2014-2015 school year, and administrators are being trained to use this tool in the upcoming school year.	

LCAP Year: 2104-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop, communicate, and hold monthly staff development workshops, meetings, and events for instructional staff focused on the implementation and teaching strategies of the California State Standards and the California ELD Standards.	No Cost	Ongoing professional development focused on California State Standards and California ELD Standards being held monthly for all school staff.	No Cost
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide trainings on trauma and brain development. Pilot Neurosequential Model of Education (NME) in one classroom.	$1,000	Four trainings on foster youth trauma and brain development were conducted in the 2014-2015 school year. Eight students received NME screening at Lyon School.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on feedback received from ACCESS and SES Leadership Teams, Goals C.1. and C.2. from the 2014-2015 OCDE LCAP have been combined because professional development aligns with incorporating instructional strategies that integrate 21st Century skills. Administrative staff shall attend trainings on the use of the teacher observation tool and data collection and analysis will begin in the 2015-2016 school year. Special Schools has adopted a Trainer of Trainers model for instructional staff to better implement California State Standards with special education students.		

Original GOAL from prior year LCAP:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following: C.2.b. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. Increase the use of Smarter Balance practice tests. 2. Improve CELDT and CAHSEE results, and graduation rates as listed above.	Actual Annual Measurable Outcomes:	1. The CDE provided the practice tests in January, teachers have begun using them, and a tracking form is being utilized for data collection. 2. Complete data will be available in summer 2015.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Writing strategies incorporated into monthly professional development for certificated and classified staff.	No Cost	1. Professional development has been provided and all agendas, PowerPoint presentations, and handouts are available on the ACCESS Ed Tech website.	No Cost
2. Resources and materials purchased to support student writing across the curriculum.	$10,000	2. Language Academic Writing and student flipbooks were purchased.	$12,074 – LCFF Supplemental and Concentration Grants

3. Train three principals in *Constructing Meaning.* Train three additional instructional staff members 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	3. In July 2014, four administrators and three additional instructional staff members were trained and certified by EL Achieve staff to present CM strategies. All instructional staff were trained in CM in the 2014-2015 school year.	$0
Scope of service: ACCESS- and D/HH-wide		Scope of service: ACCESS- and D/HH-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on feedback received from ACCESS and SES Leadership Teams, Goals C.1. and C.2. from the 2014-2015 OCDE LCAP have been combined because professional development more effectively aligns with incorporating instructional strategies that integrate 21st Century skills. A focus for 2015-2016 will be to deepen ACCESS staff utilization of CM strategies. Special Schools will provide professional development targeted to specialized populations (students with the most significant disabilities and D/HH) to align IEP goals with California State Standards.
Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.2.c.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal of 60% of EL students advancing at least one level on the CELDT for the 2014-2015 school year.	Actual Annual Measurable Outcomes:	Complete data will be available in summer 2015.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create and publish ELD instructional materials for instructional staff usage. Provide bi-monthly staff development in the use of the ELD materials and reflection opportunities on the effectiveness of the lessons.	$20,000 for printing	Monthly and bi-monthly trainings are ongoing. MELD trainings are available on Edmodo and Google Docs.	$6,422 – EIA
Scope of service: ACCESS-wide		Scope of service: ACCESS-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on feedback received from ACCESS and SES Leadership Teams, Goals C.1. and C.2. from the 2014-2015 OCDE LCAP have been combined because professional development aligns with incorporating instructional strategies that integrate 21st Century skills. Based on administrative and program staff feedback, continue with the services and expenditures listed for 2014-2015 school year, and have available for the 2015-2016 school year.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.2.d.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	70% of IEP goals met for students with severe disabilities.	Actual Annual Measurable Outcomes:	Of the 4,675 IEP goals reviewed, 62.5% were met.

LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS. Develop baseline.	No Cost		Trainings were conducted throughout the 2014-2015 school year in the following areas: Aligning IEPs to California State Standards (CSS); CSS for Students with Disabilities; CSS and Goal Writing; Working with Mental Health Conditions; Mental Health for Paraeducators; Interpreting Challenging Behaviors; Helping Students with Challenging Behaviors; Pro-ACT; Regional Center Trainings.	$11,000 (Substitute Teachers)
Scope of service: Special Schools-wide			Scope of service: Special Schools-wide	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on feedback from ACCESS and SES Leadership Teams, Goals C.1. and C.2. from the 2014-2015 OCDE LCAP have been combined because professional development aligns with incorporating instructional strategies that integrate 21st Century skills. Based on staff feedback, continue with the services and expenditures listed for 2014-2015 school year, and have available for the 2015-2016 school year. Regarding the IEP goals for students with severe disabilities, 62.5% of the goals were met, which, while less than the goal of 70%, is commendable given that the students for whom the goal was written suffer from the most significant disabilities, and often have regressive periods due to medication or medical factors. A portion of these students also suffer from degenerative conditions and minimal progress is made. To address this goal for next year, we will offer additional re-training opportunities for staff to address the significant challenges of working with students who have severe disabilities.			

Original GOAL from prior year LCAP:	GOAL C: **Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.3.** Retain highly qualified certificated staff to provide effective and targeted instruction.	Related State and/or Local Priorities: 1 _X_ 2 __ 3 __ 4 _X_ 5 _X_ 6 __ 7 _X_ 8 _X_ COE only: 9 __ 10 __ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Students will have access to highly qualified teachers who have received professional development targeting effective instructional strategies.	Actual Annual Measurable Outcomes:	The turnover rate is .01%. The majority of resignations (three) are due to retirement.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	$37,674,778 for certificated salaries	High-quality staff are retained due to assignment options, salary, benefits, population served, and professional development opportunities.	$47,925,402 Certificated Instructional Salaries and Benefits
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ ALL		_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholder input indicated redundancy with Goals C.3., C.4., and C.5. Therefore, these goals have been combined for the 2015-2018 LCAP given that all three reference highly qualified staff and professional development.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.4.** Retain highly qualified certificated support staff providing student services within Special Schools and alternative settings.	Related State and/or Local Priorities: 1_X_ 2__3__4_X_5_X_6__7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Retain highly qualified certificated support staff to ensure quality student services for all pupils.	Actual Annual Measurable Outcomes:	The turnover rate is 0%.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure high-quality academic and clinical support services for all students.	$2,563,177 for Certificated Pupil Support Salaries	High-quality staff are retained due to assignment options, salary, benefits, population served, and professional development opportunities.	$3,374,124 Certificated Pupil Support Salaries and Benefits
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholder input indicated redundancy with Goals C.3., C.4., and C.5. Therefore, these goals have been combined for the 2015-2018 LCAP given that all three reference highly qualified staff and professional development.

128

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.5.** Retain classroom and individual student support staff to assist students with academic achievement.	Related State and/or Local Priorities: 1_X_2__3__4_X_5_X_6__7_X_8_X_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Retain the number of highly qualified paraeducators and other instructional support staff.	Actual Annual Measurable Outcomes:	The turnover rate is .07%. The majority of resignations (8) are due to retirement.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide classroom and individual instructional support to assist students to achieve academic success.	$12,951,301 for classified support services (Includes Title I funds)	High-quality staff are retained due to assignment options, salary, benefits, population served, and professional development opportunities.	$18,297,350 Classified Support Services Salaries and Benefits (Includes Title I funds)
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholder input indicated redundancy with Goals C.3., C.4., and C.5. Therefore, these goals have been combined for the 2015-2018 LCAP given that all three reference highly qualified staff and professional development.

Original GOAL from prior year LCAP:	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.6.** Develop a school Progressive Discipline Plan.	Related State and/or Local Priorities: 1__2__ 3_X_4_X_ 5_X_6_X_ 7__ 8__ COE only: 9_X_ 10_X_ Local : Specify _____

Goal Applies to:	Schools:	All ACCESS Schools	
	Applicable Pupil Subgroups:		All ACCESS Pupils: Focus Subgroups – Institutional Students, Foster Youth, Expelled Students.

Expected Annual Measurable Outcomes:	A consistent Progressive Discipline Plan communicated to all staff and students.	Actual Annual Measurable Outcomes:	The development of the Plan in progress. The Plan has been renamed to Progressive Intervention Plan.

LCAP Year: 2014-2015

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Create a committee of certificated and classified staff to research and explore options 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).		No Cost	The development of Plan is in progress. A committee has been formed and includes administrators, certificated, and classified staff. Meetings were held in October, November, January, and February, with twice-monthly meetings continuing throughout this school year. The Leadership Team received three updates throughout the school year, and parent advisory groups were updated during their spring meetings.		$800 – LCFF Supplemental and Concentration Grants
Scope of service:	ACCESS-wide		Scope of service:	ACCESS-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The name of the Plan has changed to Progressive Intervention Plan to better reflect the intent of the Plan and scope of services described therein. The development of the Plan is ongoing. ACCESS administrators acknowledge the need for additional training for more effective behavioral intervention with students. After researching various programs, Restorative Justice was selected as the most appropriate intervention program and training and implementation will begin in the 2015-2016 school year.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$16,108,755_____

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 from infant to 22 years of age on behalf of school districts. Both ACCESS and Special Schools Programs strive to provide a continuum of services for agency partners and school districts to serve all students in our alternative settings to be college and career ready.

Due to the extensive needs of our diverse population, we have chosen to use our proportionate share of the total LCFF increase of $16,108,755 in Supplemental and Concentration Grant funding to strengthen our existing programs. We have experienced an ongoing decrease in enrollment over the past three years due to districts developing intervention programs and services resulting in less referrals to the specialized programs offered by OCDE. Although we have fewer students, the majority of students we now serve enter our program with intensive needs and severe academic deficiencies. Consequently, OCDE has chosen not to reduce staff and to instead add staff in order to operate specific programs designed to support these highly at-risk students. Given that more than 80% of our students qualify for Free and Reduced Price Lunches, are English Learners, and/or are foster youth, the majority of the actions and services listed above in this document are targeted to serve "All Students" because they address common academic and behavioral issues. Therefore, we plan to utilize additional LCFF funding in the following ways:

- • Continue to upgrade and improve technology infrastructure to support 21st Century learning skills.
- • Maintain the utilization of educational software that will enhance student skills and continue to support ongoing costs.
- • Expand our parent and pupil engagement opportunities to improve school climate, which will include increasing the number of parent classes and events.
- • Upgrade data systems and training to improve student attendance reporting.
- • Expand adult placement options for severely disabled students by updating the OCDE Transition Resource Directory.
- • Hire additional staff to address student attendance and chronic truancy, and to improve communication with parents and families.
- • Increase the number of specialized trainings on instructional strategies and interventions for Special Schools staff.
- • Collaborate with Child Welfare Attendance Directors to monitor gaps in services in the current Tri-Annual County-wide Expulsion Plan.
- • Continue to hire new tutors and ELDAs to assist students in mastering strategies and implementation of California State Standards and 21st Century skills.

131

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

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

15.39   %

In addition, we recognize the need to improve achievement outcomes for the most at-risk learners, including low income pupils, foster youth, and English learners. The following instructional strategies substantially exceed the 15.39% increase in funding for low income students, foster youth subgroups, and English Learners. This plan will improve services for these subgroups by the following actions:

- Provide additional technology and lab time at identified sites for students to utilize.
- Provide enhanced support services for low-income students including partnering with community organizations to utilize community resources to assist students with basic needs.
- Improve communication with students, parents, and families via School Messenger, Aeries.net, and other outreach programs.
- Provide access to public transportation to increase attendance and improve learning opportunities.
- Provide supplemental academic support to encourage student academic achievement through increased school tutoring.
- Enhance social emotional support for students by hiring additional social service clinicians and increasing truancy response efforts.
- Hire additional ELDAs to implement the ELDA Program in the Juvenile Court Schools and identified Community Schools.
- Increase Constructing Meaning (CM) trainings including follow-up and support.
- Purchase additional computers for foster youth students at Lyon School and Mary's Shelter.
- For foster youth, increase access to courses for credit recovery and additional academic support through access to educational software programs.
- Purchase sensory motor materials and other Physical Education activities for Lyon School students to promote healthy habits.
- Provide training for teachers to understand and develop strategies to support foster youth facing trauma.
- Provide access to GradPoint online curriculum software which allows students to enroll in (A-G) high school courses.
- Provide 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

8-22-14 [California Department of Education]

Appendices

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

Appendix B: Ethnic Demographic Breakdown

Appendix C: LCAP Survey Results
- Students
- Parents
- Staff
- Special Education Services (SES) Technology

Appendix D: Acronyms and Abbreviations

Summary of LCAP Identified Areas for Increased or Improved Services for Students
2015-2016

Conditions of Learning: State Priorities 1, 2, 7, 9, and 10	Pupil Outcomes: State Priorities 4 and 8	Engagement: State Priorities 3, 5, and 6
Priority 1: Basic Services • Upgrade technology hardware at school sites • 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 use of Edivate, a professional development tool and resource	**Priority 4: Pupil Achievement** • Provide on-going professional development • Increase independence for Special Schools students • 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 AU in the fall and spring • Provide parent training events • Distribute ACCESS-wide calendar of parent events • Expand the use of School Messenger System • Offer translation and interpretation services for parents • Continue to utilize parent surveys to effect change • Implement Aeries.net to provide parents with access to student academic information **Priority 5: Pupil Engagement** • Increase student attendance in ACCESS Community Schools • Decrease dropout rate • Increase graduation rate for students with 160 credits by September 1st

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

OCDE STUDENTS
ETHNIC DEMOGRAPHIC BREAKDOWN

All Schools

- Hispanic — 59%
- American Indian/Alaskan Native — 1%
- Asian — 8%
- Black/African American — 2%
- Native Hawaiian/Other Pacific Islander — 0%
- White — 23%
- Multiple — 3%
- Unknown — 4%
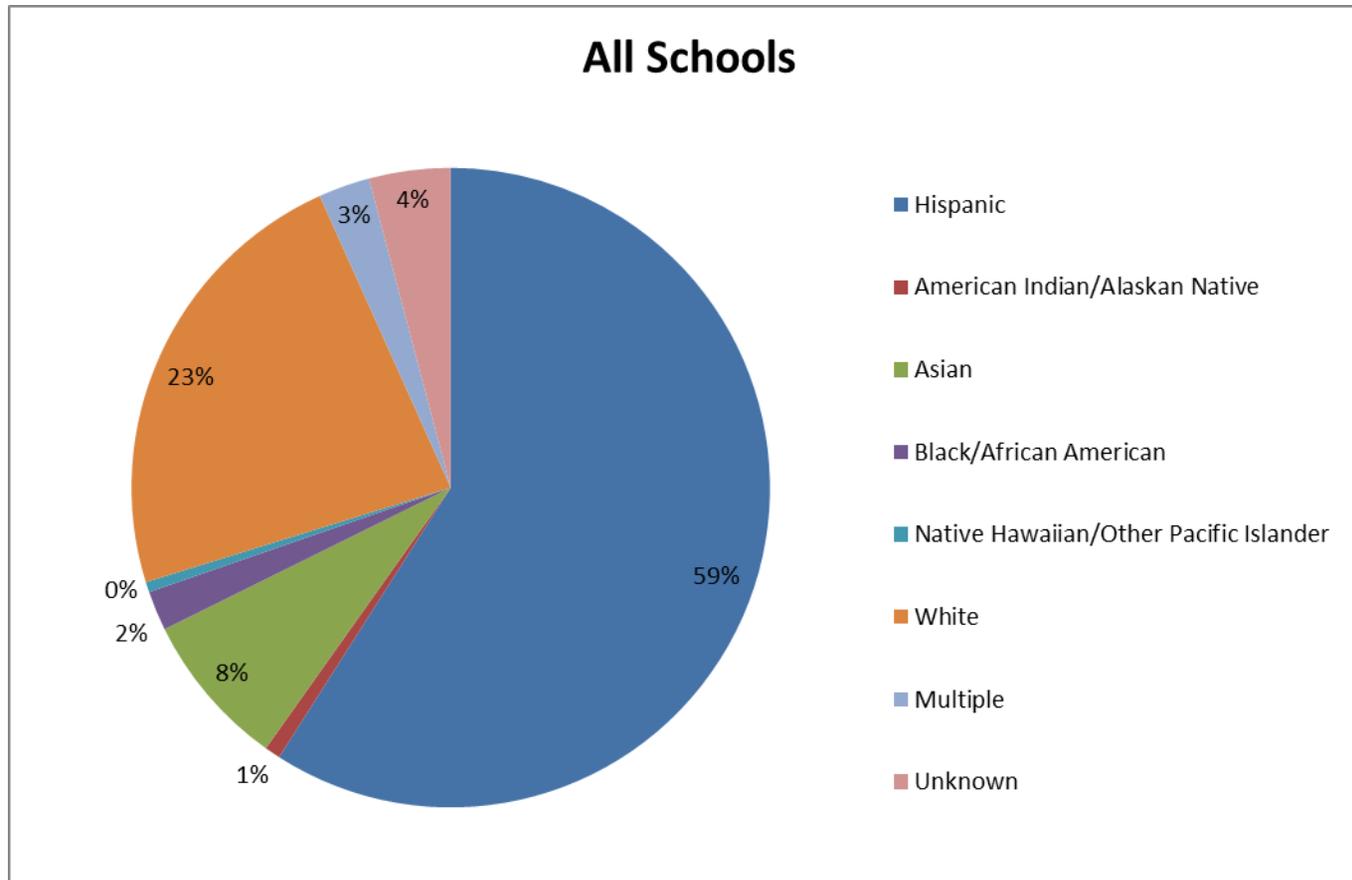
Local Control Accountability Plan Student Survey Results

March 2015

1305 Total Surveys Received

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

Summary

My school provides a good education for students.

Strongly Agr [59]
Strongly Disa [6]
Disagree [7]
Neutral [24]
Agree [68]
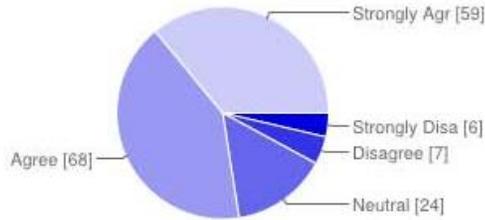
Strongly Disagree	6	3.7%
Disagree	7	4.3%
Neutral	24	14.6%
Agree	68	41.5%
Strongly Agree	59	36%

My school prepares students for future colleges or career paths.

Strongly Agr [52]
Strongly Disa [6]
Disagree [5]
Neutral [40]
Agree [58]
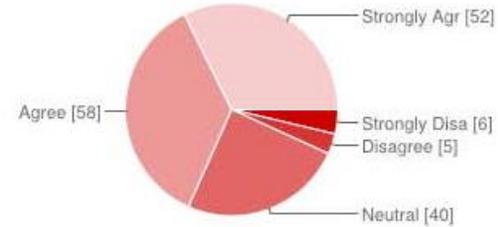
Strongly Disagree	6	3.7%
Disagree	5	3%
Neutral	40	24.4%
Agree	58	35.4%
Strongly Agree	52	31.7%

I am being taught to speak, read, and write in English as quickly as possible.

Strongly Agr [45]
Strongly Disa [8]
Disagree [7]
Neutral [29]
Agree [72]
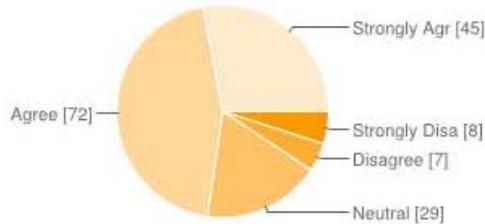
Strongly Disagree	8	4.9%
Disagree	7	4.3%
Neutral	29	17.7%
Agree	72	43.9%
Strongly Agree	45	27.4%

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

Strongly Agr [43]
Strongly Dis [14]
Disagree [15]
Neutral [30]
Agree [49]
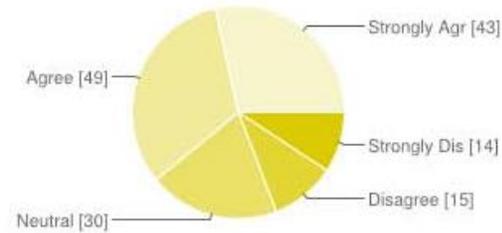
Strongly Disagree	14	8.5%
Disagree	15	9.1%
Neutral	30	18.3%
Agree	49	29.9%
Strongly Agree	43	26.2%

ACCESS Student Survey Results

I look forward to coming to school each day.
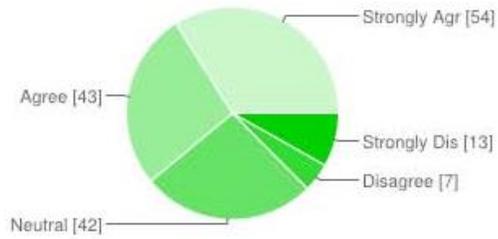
Strongly Disagree	13	7.9%
Disagree	7	4.3%
Neutral	42	25.6%
Agree	43	26.2%
Strongly Agree	54	32.9%

My school works with my parents/guardian to help me to be my best in school.
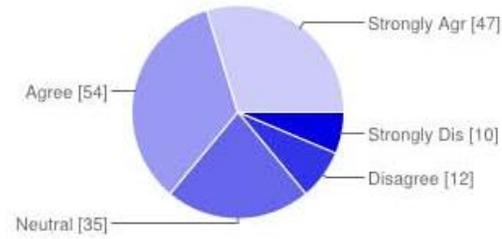
Strongly Disagree	10	6.1%
Disagree	12	7.3%
Neutral	35	21.3%
Agree	54	32.9%
Strongly Agree	47	28.7%

I feel safe while at school.
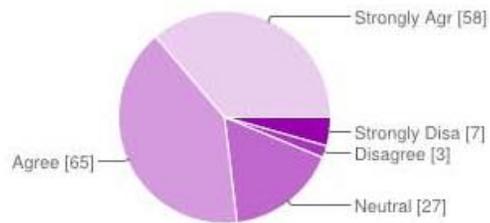
Strongly Disagree	7	4.3%
Disagree	3	1.8%
Neutral	27	16.5%
Agree	65	39.6%
Strongly Agree	58	35.4%

My teacher calls or writes my parents/guardian when I am having trouble learning.
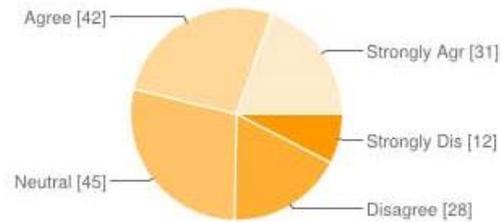
Strongly Disagree	12	7.3%
Disagree	28	17.1%
Neutral	45	27.4%
Agree	42	25.6%
Strongly Agree	31	18.9%

ACCESS Student Survey Results

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

Strongly Agr [63]
Strongly Disa [8]
Disagree [8]
Neutral [26]
Agree [58]
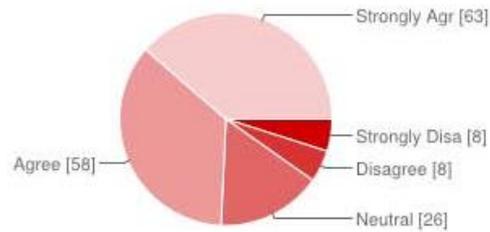
Strongly Disagree	8	4.9%
Disagree	8	4.9%
Neutral	26	15.9%
Agree	58	35.4%
Strongly Agree	63	38.4%

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.

Strongly Agr [70]
Strongly Disa [3]
Disagree [2]
Neutral [26]
Agree [61]

Strongly Disagree	3	1.8%
Disagree	2	1.2%
Neutral	26	15.9%
Agree	61	37.2%
Strongly Agree	70	42.7%

Do you use any type of computer, device, like a smart phone, tablet, etc., at home?
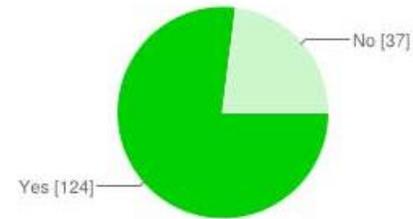
No [37]
Yes [124]

Yes	124	75.6%
No	37	22.6%

Do you have internet access at home?

No [50]
Yes [110]

Yes	110	67.1%
No	50	30.5%

Do you access the internet outside of school?

No [51]
Yes [107]

Yes	107	65.2%
No	51	31.1%

ACCESS Student Survey Results
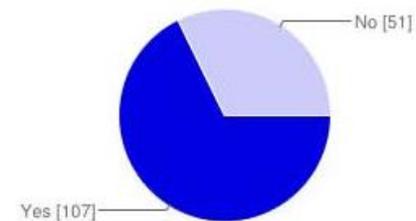
How often do you use a computer at home or outside of school?
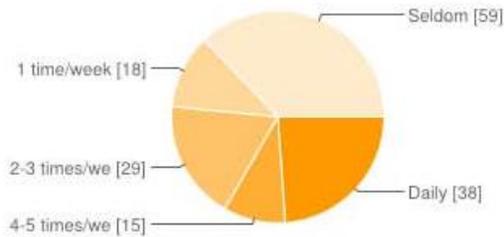
Daily	38	23.2%
4-5 times/week	15	9.1%
2-3 times/week	29	17.7%
1 time/week	18	11%
Seldom	59	36%

How often do you use a computer at school?
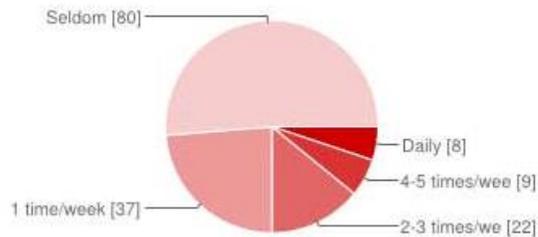
Daily	8	4.9%
4-5 times/week	9	5.5%
2-3 times/week	22	13.4%
1 time/week	37	22.6%
Seldom	80	48.8%

Choose all the ways you use technology in the classroom:
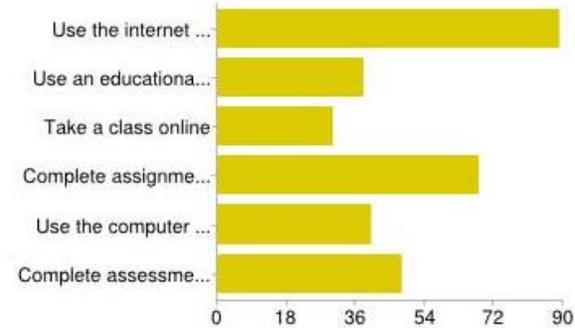
Use the internet to find information	89	54.3%
Use an educational software	38	23.2%
Take a class online	30	18.3%
Complete assignments on the computer	68	41.5%
Use the computer for word processing	40	24.4%
Complete assessments on the computer	48	29.3%

Does your teacher use technology in the classroom?

Yes	142	86.6%
No	17	10.4%

ACCESS Student Survey Results
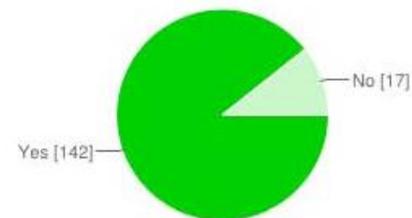
If yes, how often is technology used?
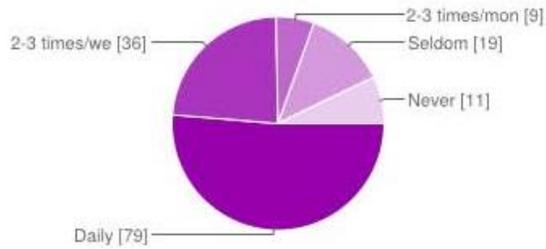
Daily	**79**	48.2%
2-3 times/week	**36**	22%
2-3 times/month	**9**	5.5%
Seldom	**19**	11.6%
Never	**11**	6.7%

Choose all the ways the teacher uses technology in the classroom with students:
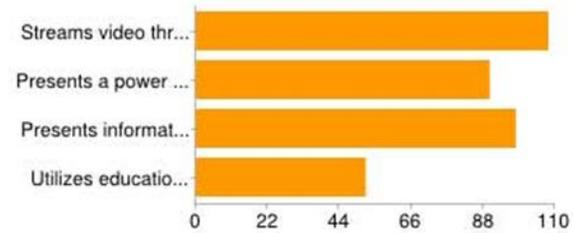
treams video through the computer	**108**	65.9%
resents a power point presentation	**90**	54.9%
resents information, pictures or primary sources	**98**	59.8%
tilizes educational software programs	**52**	31.7%

How often do the assignments you complete in class require you to use a computer?
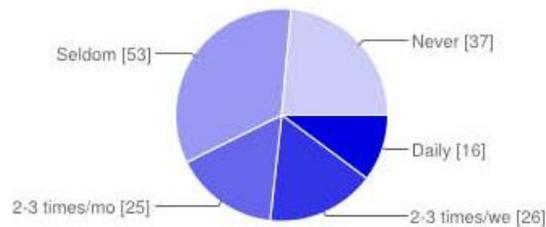
Daily	**16**	9.8%
2-3 times/week	**26**	15.9%
2-3 times/month	**25**	15.2%
Seldom	**53**	32.3%
Never	**37**	22.6%

I use the following social media sites (Check all that apply):
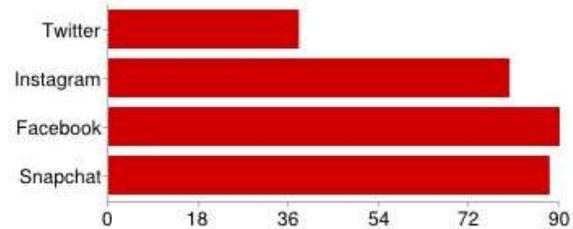
Twitter	**38**	23.2%
Instagram	**80**	48.8%
Facebook	**90**	54.9%
Snapchat	**88**	53.7%

ACCESS Student Survey Results

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

- o More subject variety, such as science or computer programming
- o More tutoring
- o More one on one help and better explanations of the work
- o Better food
- o More information about college and the real world
- o More challenging coursework
- o Allow more time for homework

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

- o Provide more food
- o Keep up the good work
- o Students should have iPads or better access to technology

ACCESS Student Survey Results

Local Control Accountability Plan Parent Survey Results

April 2015

174 Total Surveys Received

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

Summary

The school provides a good education for my child.

Strongly Agr [27]
Agree [21]
Strongly Disa [5]
Disagree [5]
Neutral [15]
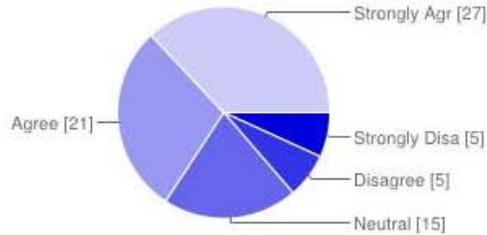
Strongly Disagree	5	6.8%
Disagree	5	6.8%
Neutral	15	20.5%
Agree	21	28.8%
Strongly Agree	27	37%

My child is making academic progress.

Strongly Agr [27]
Agree [16]
Strongly Disa [6]
Disagree [6]
Neutral [18]
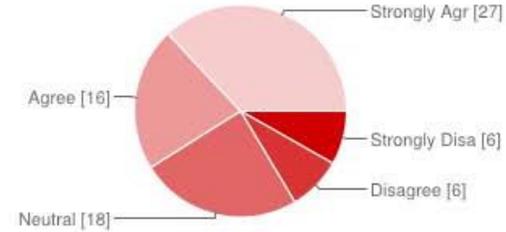
Strongly Disagree	6	8.2%
Disagree	6	8.2%
Neutral	18	24.7%
Agree	16	21.9%
Strongly Agree	27	37%

I feel the school is safe for my child.

Strongly Agr [28]
Agree [20]
Strongly Disa [5]
Disagree [6]
Neutral [14]
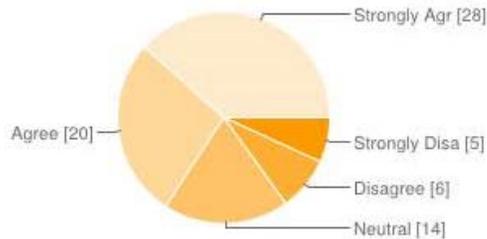
Strongly Disagree	5	6.8%
Disagree	6	8.2%
Neutral	14	19.2%
Agree	20	27.4%
Strongly Agree	28	38.4%

The school climate supports student learning.

Strongly Agr [30]
Agree [16]
Strongly Disa [5]
Disagree [6]
Neutral [15]
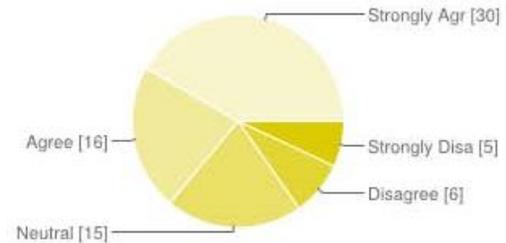
Strongly Disagree	5	6.8%
Disagree	6	8.2%
Neutral	15	20.5%
Agree	16	21.9%
Strongly Agree	30	41.1%

ACCESS Parent Survey Results

Communication from the school is timely.
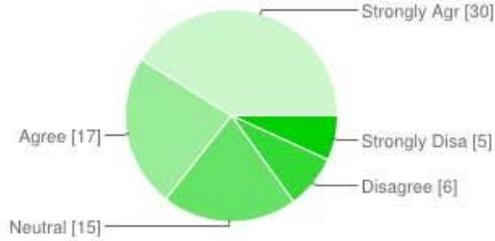
Strongly Disagree	5	6.8%
Disagree	6	8.2%
Neutral	15	20.5%
Agree	17	23.3%
Strongly Agree	30	41.1%

I feel informed about how my child is doing at school.
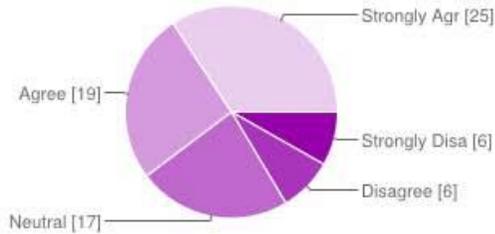
Strongly Disagree	6	8.2%
Disagree	6	8.2%
Neutral	17	23.3%
Agree	19	26%
Strongly Agree	25	34.2%

ACCESS Parent Survey Results

I am aware of opportunities to be involved at school if interested.
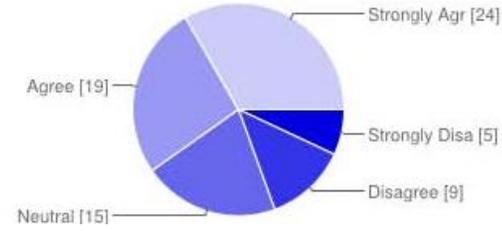
Strongly Disagree	5	6.8%
Disagree	9	12.3%
Neutral	15	20.5%
Agree	19	26%
Strongly Agree	24	32.9%

I am in agreement with the priorities of the ACCESS program.
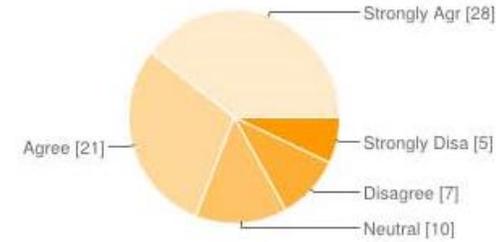
Strongly Disagree	5	6.8%
Disagree	7	9.6%
Neutral	10	13.7%
Agree	21	28.8%
Strongly Agree	28	38.4%

Do you use any type of computer device, like a smart phone, tablet, etc., at home?
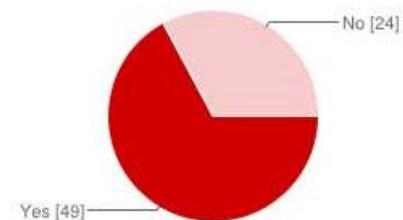
Yes	49	67.1%
No	24	32.9%

Do you have internet access at home?
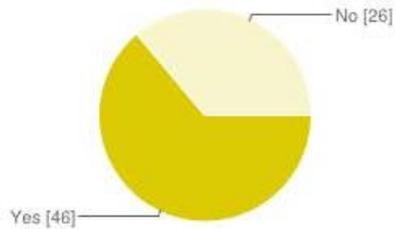
No [26]

Yes [46]

Yes	**46**	63%
No	**26**	35.6%

Do you have internet access and computer access at work?
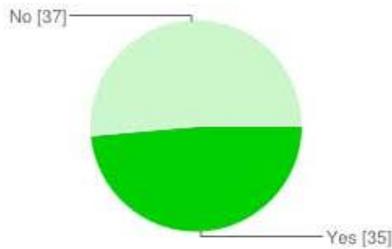
No [37]

Yes [35]

Yes	**35**	47.9%
No	**37**	50.7%

How often do you use a computer at home?

Seldom [22]

1 time/week [14]

2-3 times/wee [5]

4-5 times/wee [3]
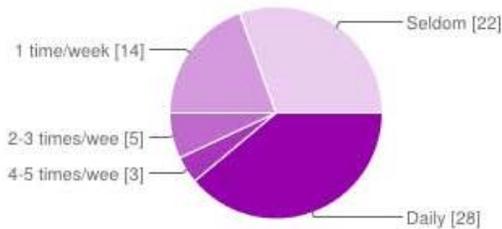
Daily [28]

Daily	**28**	38.4%
4-5 times/week	**3**	4.1%
2-3 times/week	**5**	6.8%
1 time/week	**14**	19.2%
Seldom	**22**	30.1%

ACCESS Parent Survey Results

How often do you see your child use a computer?

1 time/week [10]

Seldom [20]

2-3 times/wee [8]

4-5 times/wee [3]
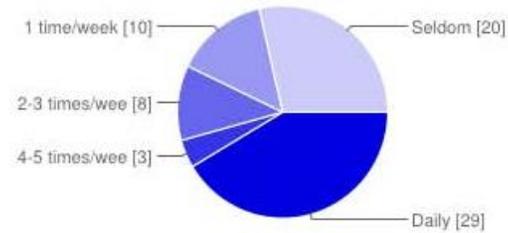
Daily [29]

Daily	**29**	39.7%
4-5 times/week	**3**	4.1%
2-3 times/week	**8**	11%
1 time/week	**10**	13.7%
Seldom	**20**	27.4%

Are you aware that your child's teacher uses a computer for instruction?
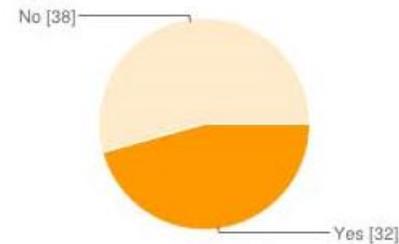
No [38]

Yes [32]

Yes	**32**	43.8%
No	**38**	52.1%

If yes, how often is this technology used?

I don't know [25]

Seldom [10]

2-3 times/mon [6]

2-3 times/wee [2]
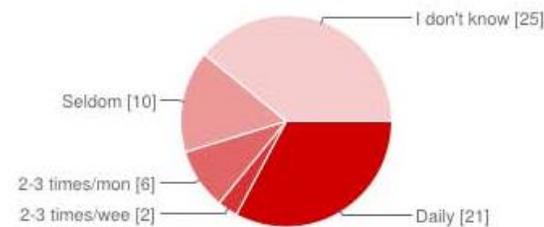
Daily [21]

Daily	**21**	28.8%
2-3 times/week	**2**	2.7%
2-3 times/month	**6**	8.2%
Seldom	**10**	13.7%
I don't know	**25**	34.2%

Circle all the ways you are aware that your child is using technology at school?
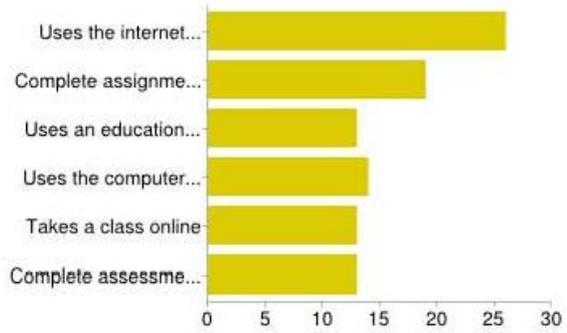
Uses the internet to find information	26	35.6%
Complete assignments on the computer	19	26%
Uses an educational software	13	17.8%
Uses the computer for word processing	14	19.2%
Takes a class online	13	17.8%
Complete assessments on the computer	13	17.8%

Do you use e-mail?
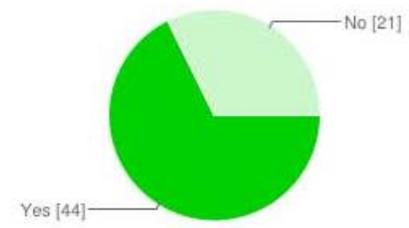
Yes	44	60.3%
No	21	28.8%

Have you ever e-mailed your child's teacher or school?

Yes	25	34.2%
No	41	56.2%

ACCESS Parent Survey Results
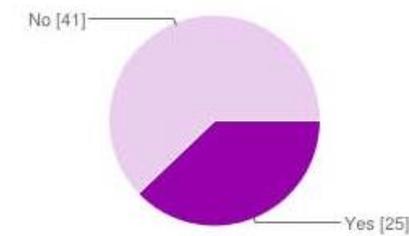
Do you use text messaging?

Yes	**43**	58.9%
No	**23**	31.5%

Would you want to receive text messages from your child's school?
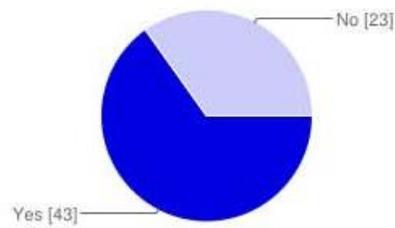
Yes	**34**	46.6%
No	**31**	42.5%

I use the following social media sites (circle all that apply):
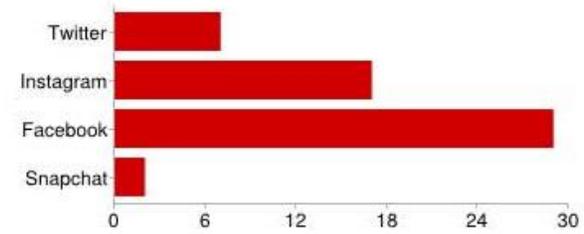
Twitter	**7**	9.6%
Instagram	**17**	23.3%
Facebook	**29**	39.7%
Snapchat	**2**	2.7%

ACCESS Parent Survey Results
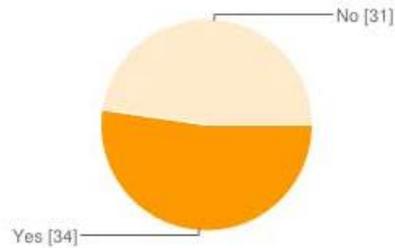
What are additonal ways the school can better meet your child's educational needs?

- o Better teachers.
- o Maybe change the math program?
- o This meeting – I believe is a good opportunity to communicate.
- o CHEP is a wonderful program. I hate that the district tries to talk you out of the program when you register. I feel like it doesn't get a fair amount of funding. There needs to be better communication between the school and parents.
- o We have been very happy and have enjoyed watching our daughter progress and feel her educational needs have been met and then some. Mr. Swanson has worked wonders with our daughter.
- o Parents should be more strict [sic] with students so that the students can meet their goals and be more responsible. More communication with the teacher.
- o My child is enrolled in Fine Arts Survey. The grade is not reflective of the actual grade. Work that was due over two weeks ago is yet to be graded. I don't understand how this encourages or promotes learning when the student is not informed on their progress months into the semester.
- o It is very clear that the ACCESS program has worked from May of 2014 to the present. In addition, a wider selection of electives helps find and guide the students to a more productive future.
- o Reading comprehension programs that are online and can be used from home.
- o More motivation, they need to be stricter.
- o Nothing to comment at the moment. Everything is positive so far.
- o Thus far the school has been meeting my child's educational needs.
- o Move to a facility that better accommodates the drama dept. and a place for students to hang out between classes.

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

- I think that parents should receive text messages, letters or voice mails to get information on their child's progress, so that we may support them more.
- Give the students more support.
- My daughter came to your site behind and educationaly [sic] lost. The staff here at 17th and Ross have been amazing and worked very hard to help and support our daughter in every way they could. My daughter's love for school and thirst for education was back and this has been so wonderful for her family to see again. My daughter has dreams and a plan and I know I have your school to thank for this. So from the bottom of our hearts we thank you for everything. Would not change a thing.
- There needs to be a change in the science offerings to provide lab classes so all students can complete the courses needed for college admission AT SCHOOL and not at a community college.
- CHEP is a great mix of home school with support from knowledgeable teachers. It also gives my kids social interaction and the chance to feel like part of a community even though we mostly school at home. The district needs to give more support instead of trying to talk you out of using the program.
- Mr. Jon Hutchinson has been a very positive mentor to my son.
- I have good communication with John Hutchinson. He is very helpful and I feel he cares about my son's progress.
- Thank you so much for giving my student an opportunity to continue her education through this program.
- The person answering the phone should be in the office more, because some days they are there and some days they are not.
- In reality I don't believe that ACCESS is enough of a punishment for my son.
- I am extremely happy with PCHS. The teachers and staff always make my son feel welcomed when he is on campus. The teachers are very positive and always get back to his emails quickly. I think PCHS is a fantastic high school for the student who has a hard time learning in a traditional high school setting. I also love how parents have access to every assignment and every grade.
- Mr. Milkes is a terrific teacher! He calls me regularly to give me updates on my child. It's making my child succeed. Thank you!

Local Control

Accountability Plan

SPECIAL EDUCATION SERVICES (SES)

Parent/Guardian Survey Results

Spring 2015

20 Total Surveys Received

Please complete this survey about your child's education. Please indicate the degree to which you agree with each statement by marking **Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree,** or **Not Applicable** for each of the statements below.

Educational Program
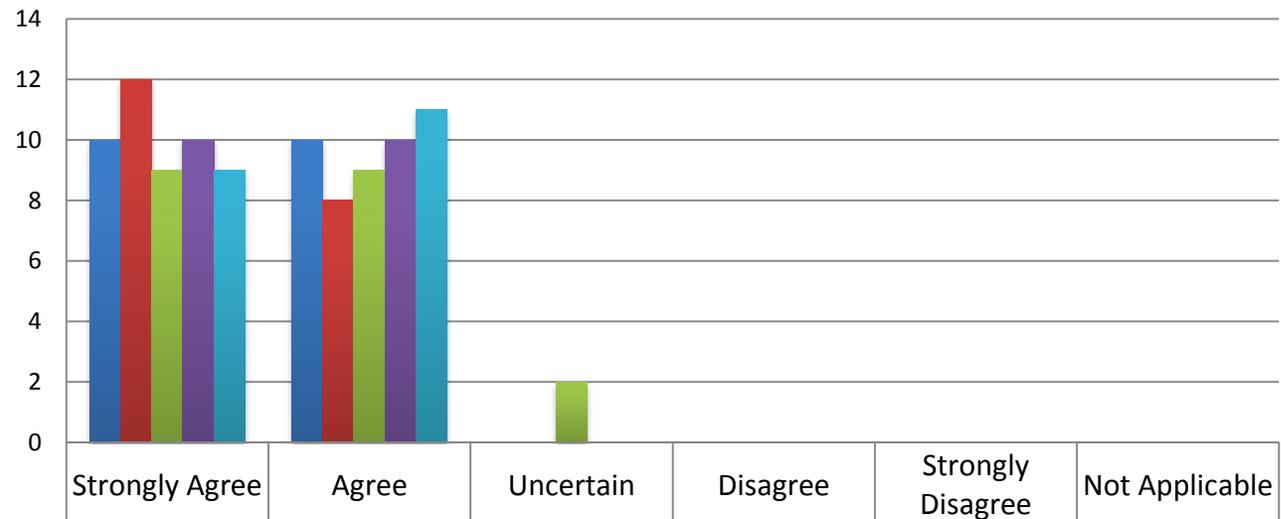
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Not Applicable
■ My family is respected and included as a partner in my child's education.	10	10				
■ The educational program/instruction is focused on my child's individual needs.	12	8				
■ My child is making satisfactory progress toward his/her goals/objectives.	9	9	2			
■ I am satisfied with my child's educational program.	10	10				
■ The classroom staff maintains high expectations for my child.	9	11				

SES Parent/Guardian Survey Results

Student Learning/Environment
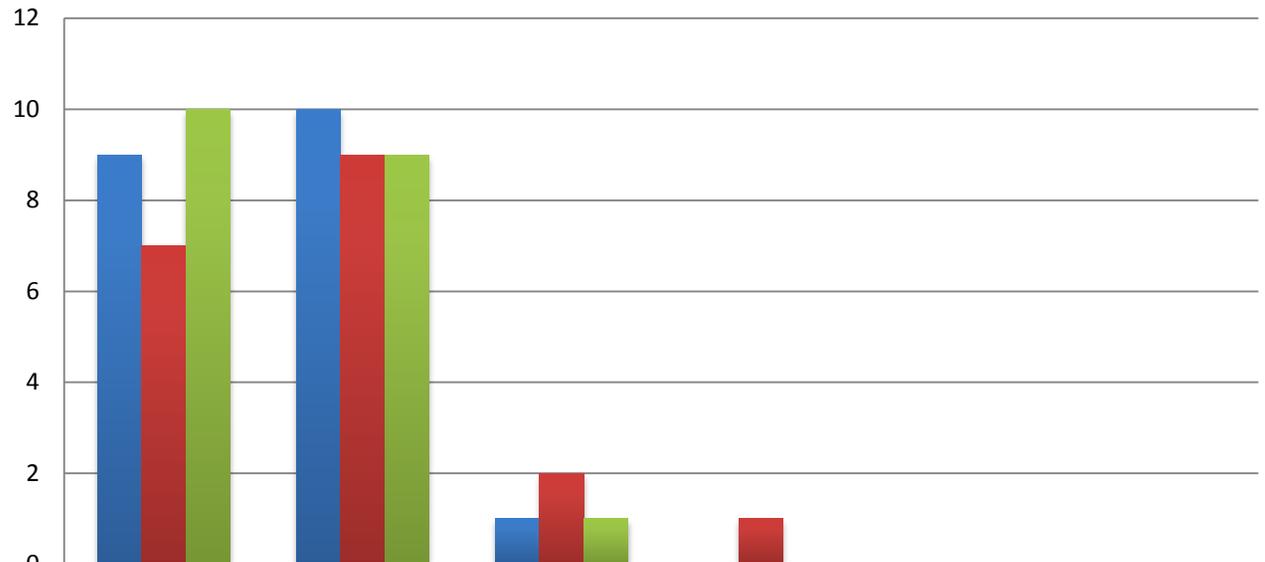
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Not Applicable
■ My child receives appropriate opportunities to participate in the general education curriculum.	9	10	1			
■ My child receives appropriate opportunities to interact with non-disabled peers.	7	9	2	1		
■ The staff in my child's classroom provide for a safe place for my child to learn.	10	9	1			

SES Parent/Guardian Survey Results
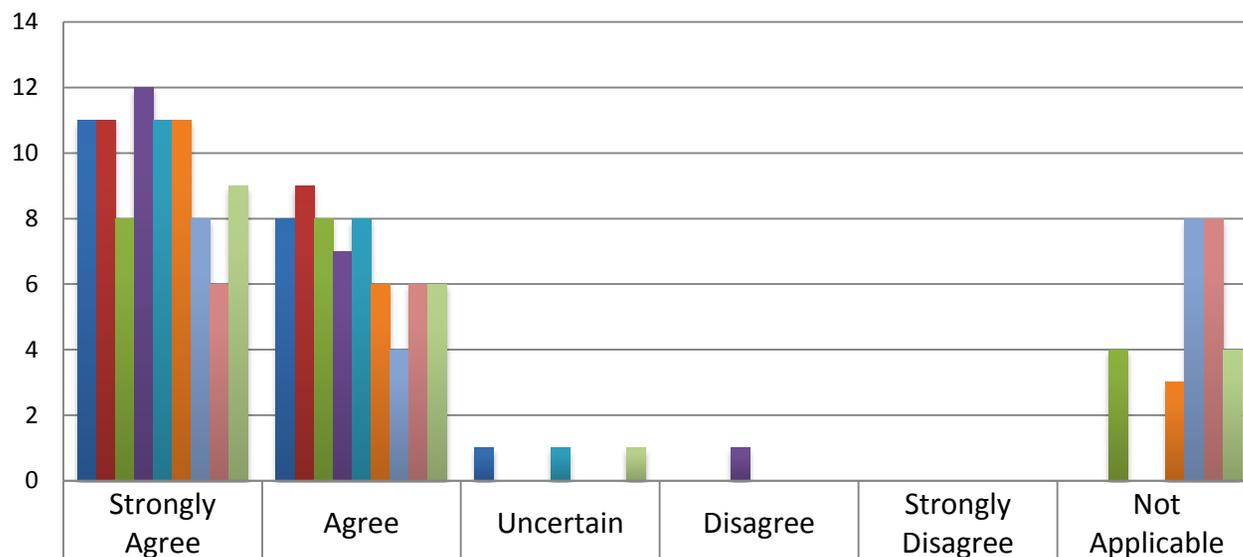
IEP Process

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Not Applicable
■ I am encouraged to attend and participate in the IEP process.	11	8	1			
■ The meeting was scheduled at a mutually convenient time.	11	9				
■ If I couldn't attend the meeting, I was asked for input.	8	8				4
■ I had the opportunity to share information about my child's needs, interests, and educational concerns.	12	7		1		
■ I had the opportunity to participate in decisions regarding the IEP content and placement of my child.	11	8	1			
■ I understood the IEP development process.	11	6				3
■ If needed, an interpreter was provided.	8	4				8
■ I felt comfortable with the meeting in its translated form.	6	6				8
■ I was informed of my right to a written translation of the IEP document.	9	6	1			4

SES Parent/Guardian Survey Results

Assessment & Feedback
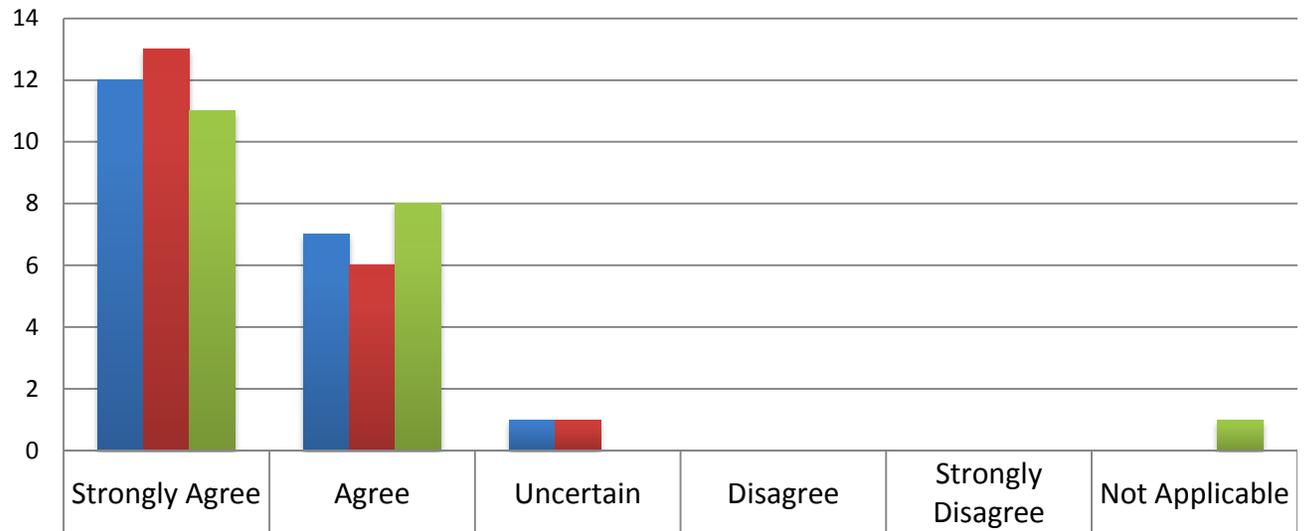
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Not Applicable
■ The teacher clearly documents my child's progress.	12	7	1			
■ The teacher shares information with me about my child's performance on a regular basis.	13	6	1			
■ The teacher makes changes in my child's program when needed and/or when my child is not making satisfactory progress to achieve annual goals.	11	8				1

SES Parent/Guardian Survey Results

Parent Education & Support
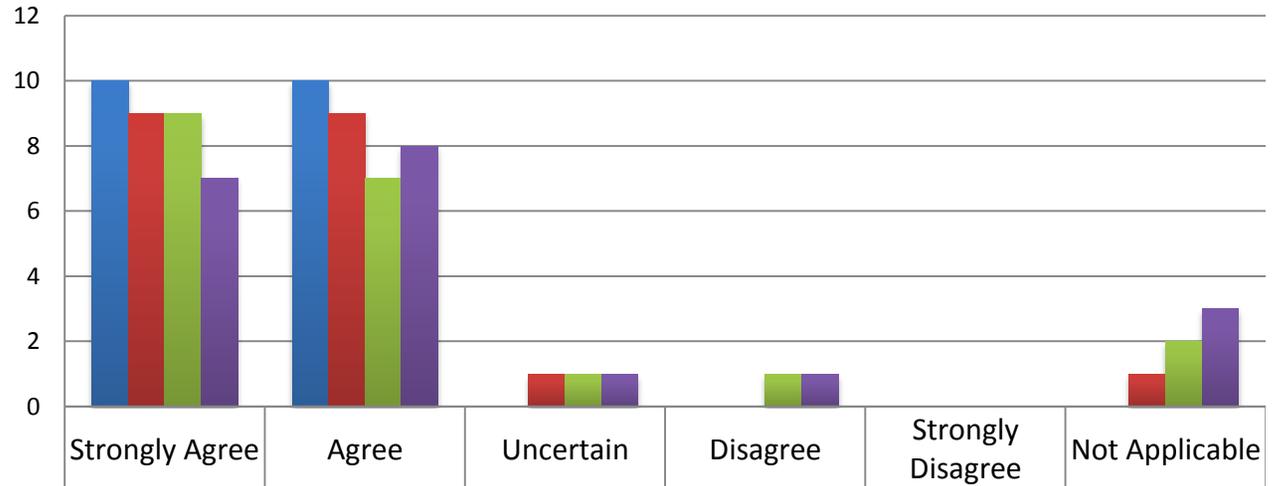
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Not Applicable
■ The teacher and administration listen and respond to my concerns, questions and ideas.	10	10				
■ I receive help from the school principal and/or county administration when I ask for it.	9	9	1			1
■ I receive information about parent training and support opportunities.	9	7	1	1		2
■ My child's teacher assists me with instructional or skills activities for the home.	7	8	1	1		3

SES Parent/Guardian Survey Results

Curriculum
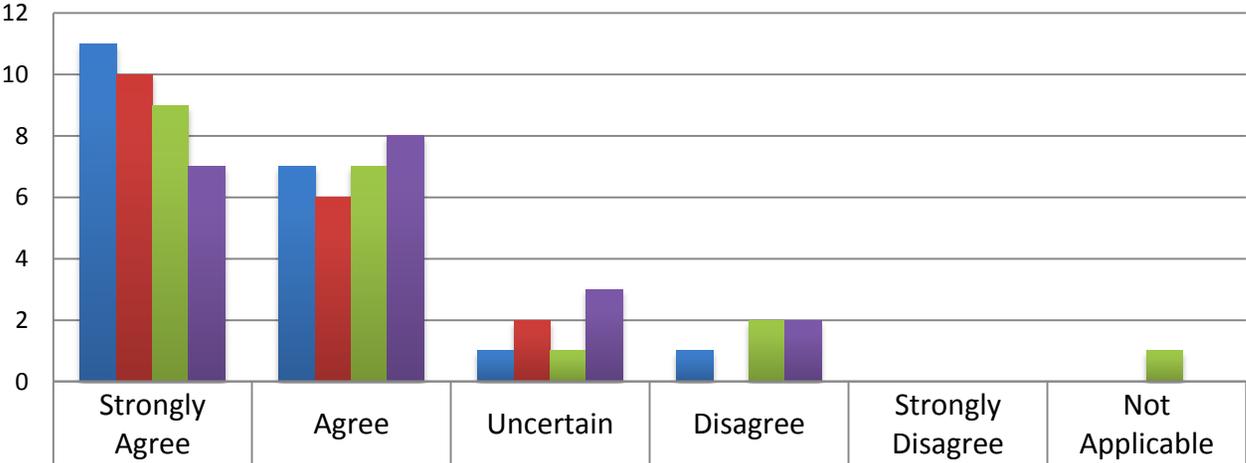
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Not Applicable
■ Specialist staff (e.g. speech therapy, vision/hearing, adapted P.E., occupational therapy) are effective in helping my child make progress.	11	7	1	1		
■ The staff in my child's class addresses student behavioral needs.	10	6	2			
■ I feel that all of my child's educational needs are being addressed.	9	7	1	2		1
■ There are sufficient materials and resources to meet the needs of the students in my child's class.	7	8	3	2		

SES Parent/Guardian Survey Results

Local Control Accountability Plan Staff Survey Results

April 2015

171 Total Surveys Received

Q1 Do you use a computer in your teaching?

Answered: 168   Skipped: 3
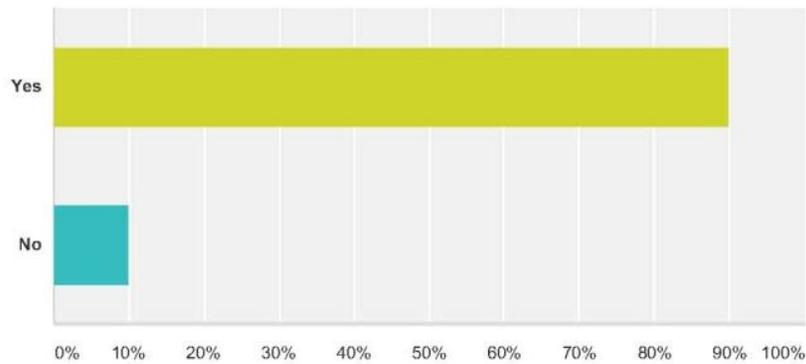
Answer Choices	Responses	
Yes	89.88%	151
No	10.12%	17
TOTAL		168

Q2 How often do students use a computer in class?

Answered: 167   Skipped: 4
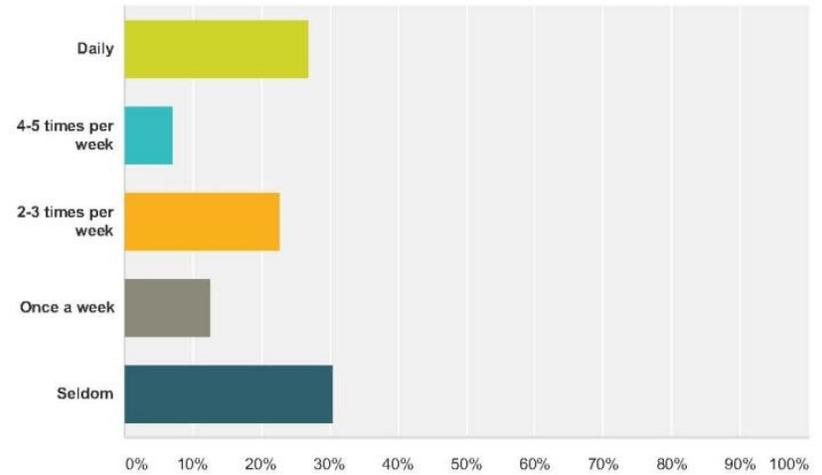
Answer Choices	Responses	
Daily	26.95%	45
4-5 times per week	7.19%	12
2-3 times per week	22.75%	38
Once a week	12.57%	21
Seldom	30.54%	51
TOTAL		167

ACCESS Staff Survey Results

Q3 How often is technology incorporated into lessons?

Answered: 166   Skipped: 5
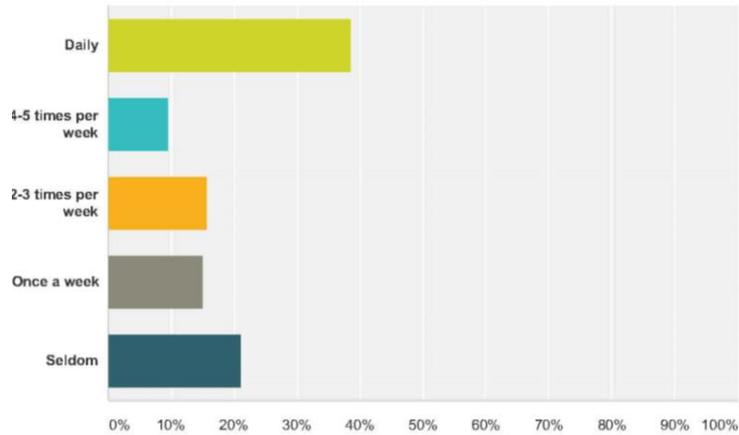
Answer Choices	Responses	
Daily	38.55%	64
4-5 times per week	9.64%	16
2-3 times per week	15.86%	26
Once a week	15.06%	25
Seldom	21.08%	35
TOTAL		166

Q4 Check all the ways students use technology in the classroom:

Answered: 133   Skipped: 38
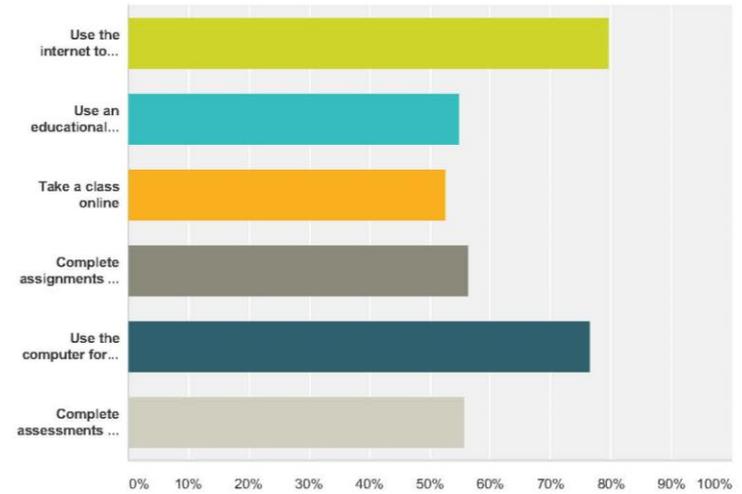
Answer Choices	Responses	
Use the internet to find information	79.70%	106
Use an educational software	54.89%	73
Take a class online	52.63%	70
Complete Assignments on the Computer	56.39%	75
Use the computer for word processing	76.69%	102
Complete assessments on the computer	55.64%	74
TOTAL RESPONDENTS		133

ACCESS Staff Survey Results

Q5 How often do the assignments assigned to students require use of a computer?

Answered: 166   Skipped: 5
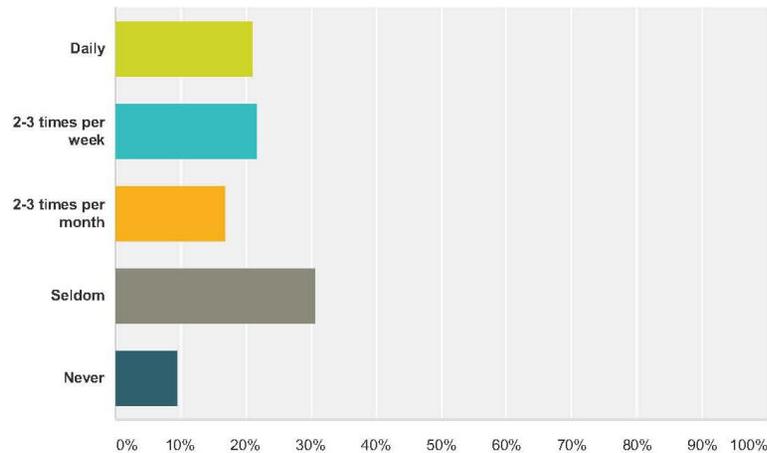
Answer Choices	Responses	
Daily	21.08%	35
4-5 times per week	21.69%	36
2-3 times per week	16.87%	28
Once a week	30.72%	51
Seldom	9.64%	16
TOTAL		166

Q6 Check all the ways technology is used in the classroom with students:

Answered: 133   Skipped: 38
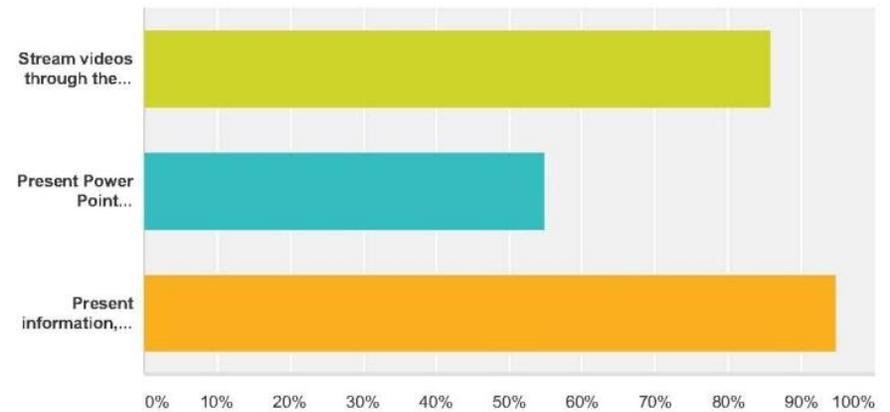
Answer Choices	Responses	
Stream videos through the computer	85.71%	114
Present PowerPoint Presentations	54.89%	73
Present information, pictures or primary sources	94.74%	126
TOTAL		133

ACCESS Staff Survey Results

Q7 Check all the educational software and resources you use:

Answered: 126 Skipped: 45
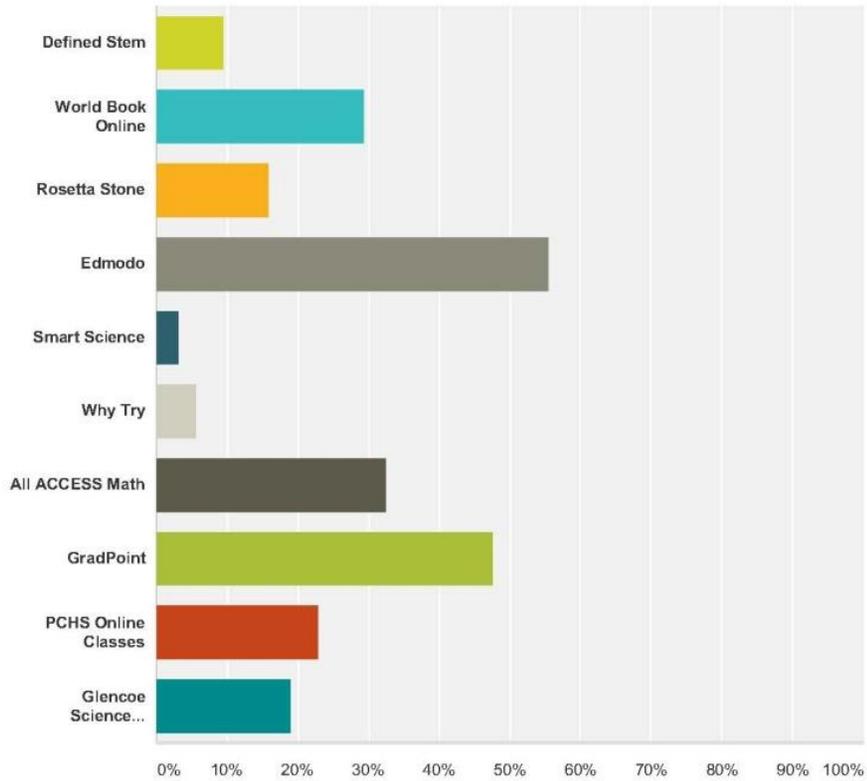
Answer Choices	Responses	
Defined Stem	9.52%	12
World Book Online	29.37%	37
Rosetta Stone	15.87%	20
Edmodo	55.56%	70
Smart Science	3.17%	4
Why Try	5.56%	7
All ACCESS Math	32.54%	41
GradPoint	47.62%	60
PCHS Online Classes	23.02%	29
Glencoe Science Resources	19.05%	24
TOTAL RESPONDENTS		126

ACCESS Staff Survey Results

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

1 - Not effective or useful; 2 - Slightly effective and useful; 3 - Somewhat effective and useful; 4 - Effective and useful; and 5 - Highly effective and useful

Bar graphs represent the weighted average.

Q8 Constructing Meaning

Answered: 160   Skipped: 11

Answer Choices	Responses	
1 – Not effective or useful	7.50%	12
2 – Slightly effective and useful	10.63%	17
3 – Somewhat effective and useful	22.50%	36
4 – Effective and useful	24.38%	39
5 – Highly effective and useful	26.88%	43
N/A	8.13%	13
Weighted Average		3.57
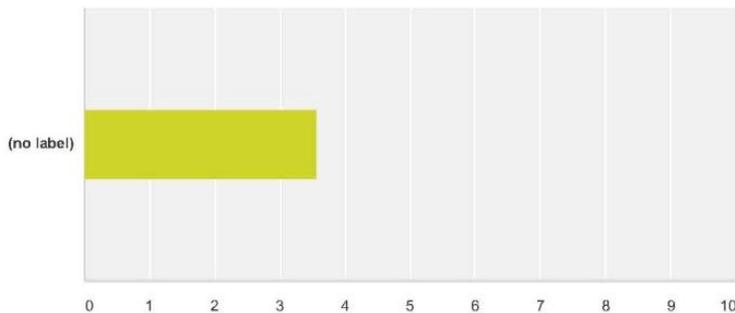
Q9 California State Standards Implementation

Answered: 158   Skipped: 13

Answer Choices	Responses	
1 – Not effective or useful	9.49	15
2 – Slightly effective and useful	16.46	26
3 – Somewhat effective and useful	33.54	53
4 – Effective and useful	30.38	48
5 – Highly effective and useful	10.13	16
N/A		
Weighted Average		3.15

ACCESS Staff Survey Results

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

Q10 ProAct
Answered: 153 Skipped: 18
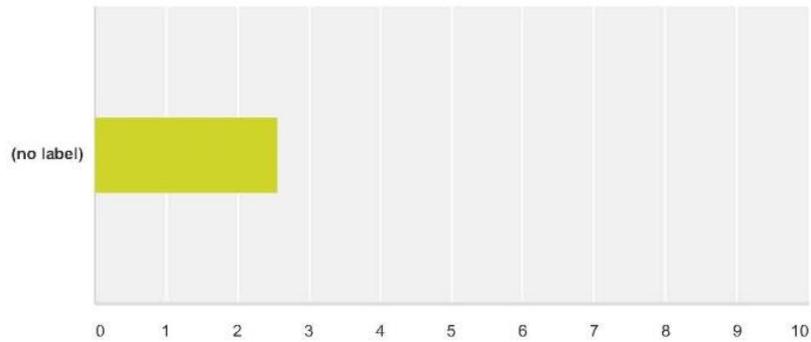
Q11 GradPoint
Answered: 155 Skipped: 16
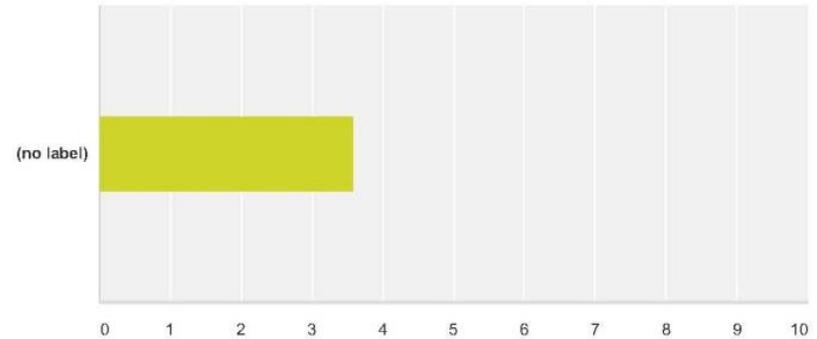
Answer Choices	Responses	
1 – Not effective or useful	13.73%	21
2 – Slightly effective and useful	5.88%	9
3 – Somewhat effective and useful	5.23%	8
4 – Effective and useful	7.84%	12
5 – Highly effective and useful	4.58%	7
N/A	62.75%	96
Weighted Average		2.56

Answer Choices	Responses	
1 – Not effective or useful	8.39%	13
2 – Slightly effective and useful	3.23%	5
3 – Somewhat effective and useful	11.61%	18
4 – Effective and useful	22.58%	35
5 – Highly effective and useful	17.42%	27
N/A	36.77%	57
Weighted Average		3.59

ACCESS Staff Survey Results

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

Q12 Smarter Balanced Assessment
Answered: 161   Skipped: 10

Answer Choices	Responses	
1 – Not effective or useful	23.60%	38
2 – Slightly effective and useful	11.18%	18
3 – Somewhat effective and useful	26.09%	42
4 – Effective and useful	16.15%	26
5 – Highly effective and useful	14.29%	23
N/A	8.70%	14
Weighted Average		2.86
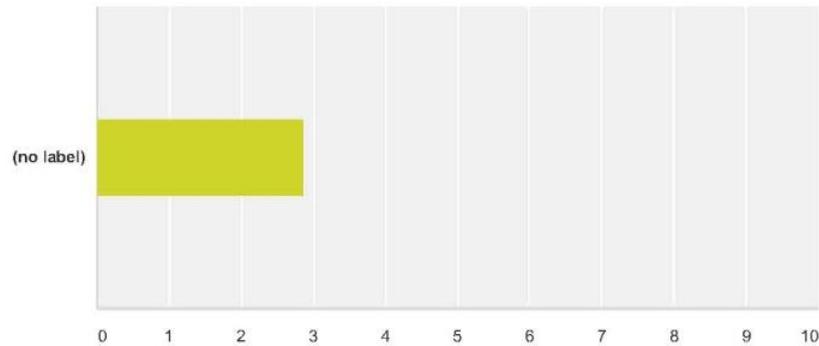
Q13 CERT-Preparedness
Answered: 154   Skipped: 17

Answer Choices	Responses	
1 – Not effective or useful	14.29%	22
2 – Slightly effective and useful	7.14%	11
3 – Somewhat effective and useful	7.79%	12
4 – Effective and useful	9.74%	15
5 – Highly effective and useful	11.69%	18
N/A	49.35%	76
Weighted Average		2.95

ACCESS Staff Survey Results

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

Q14 MELD Overview
Answered: 159   Skipped: 12
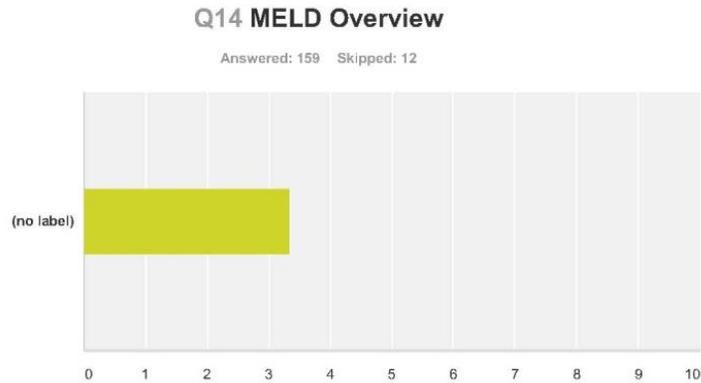
Answer Choices	Responses	
1 – Not effective or useful	10.06%	16
2 – Slightly effective and useful	11.32%	18
3 – Somewhat effective and useful	20.13%	32
4 – Effective and useful	23.27%	37
5 – Highly effective and useful	18.24%	29
N/A	16.98%	27
Weighted Average		3.34

ACCESS Staff Survey Results

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

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

Bar graphs represent the weighted average.

Q15 Increase in the number of computers at the school site/office.

Answered: 161   Skipped: 10

Answer Choices	Responses	
1 – No Evidence	31.06%	50
2 – Some Evidence	26.09%	42
3 – Clear Evidence	35.40%	57
N/A	7.45%	12
Weighted Average		2.05
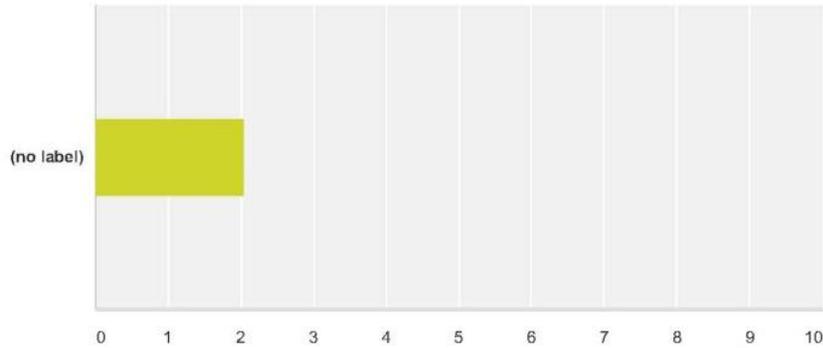
Q16 Better connectivity and speed for technology.

Answered: 162   Skipped: 9

Answer Choices	Responses	
1 – No Evidence	41.98%	68
2 – Some Evidence	25.93%	42
3 – Clear Evidence	31.48%	51
N/A	.62%	1
Weighted Average		1.89

ACCESS Staff Survey Results

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

Q17 Increase in parent participation in the educational process.

Answered: 161   Skipped: 10

Answer Choices	Responses	
1 – No Evidence	29.81%	48
2 – Some Evidence	33.54%	54
3 – Clear Evidence	21.12%	34
N/A	15.53%	25
Weighted Average		1.90
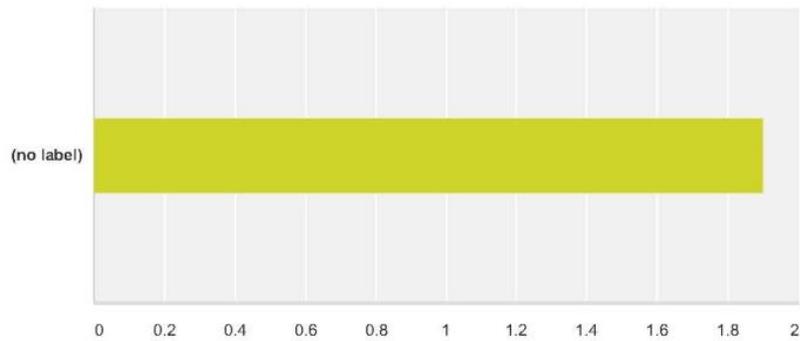
Q18 Increased implementation of California State Standards.

Answered: 161   Skipped: 10

Answer Choices	Responses	
1 – No Evidence	13.04%	21
2 – Some Evidence	45.34%	73
3 – Clear Evidence	36.65%	59
N/A	4.97%	8
Weighted Average		2.25

ACCESS Staff Survey Results

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

Q19 Received professional development regarding California State Standards and California ELD standards.

Answered: 159   Skipped: 12

Answer Choices	Responses	
1 – No Evidence	7.55%	12
2 – Some Evidence	22.64%	36
3 – Clear Evidence	66.04%	105
N/A	3.77%	6
Weighted Average		2.61
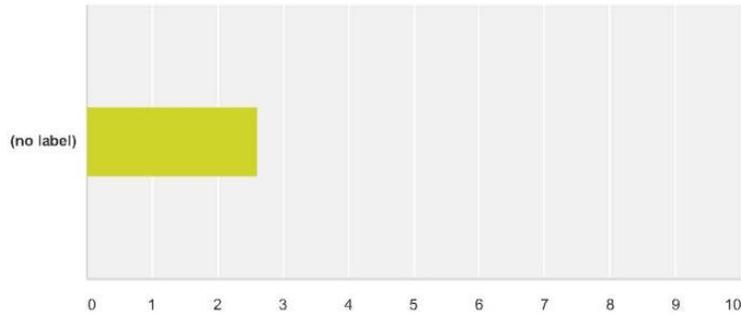
Q20 Increased involvement and engagement of parents in their child's education.

Answered: 162   Skipped: 9

Answer Choices	Responses	
1 – No Evidence	28.40%	46
2 – Some Evidence	35.80%	58
3 – Clear Evidence	20.99%	34
N/A	14.81%	24
Weighted Average		1.91

ACCESS Staff Survey Results

Please use the rating scale for the Local Control Accountability Plan (LCAP) areas:
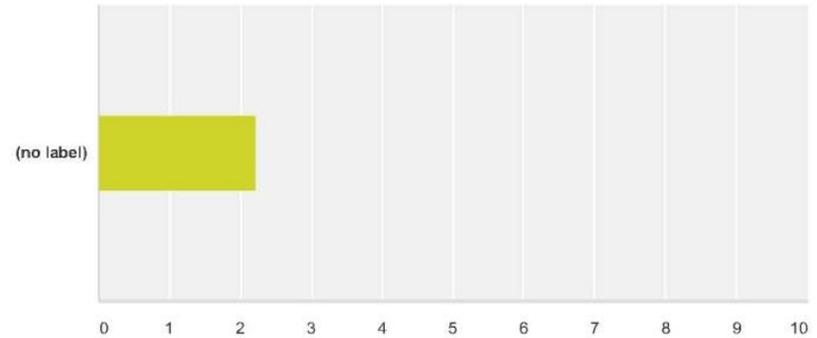
Q21 Increased student participation on the Smarter Balanced Practice tests.

Answered: 159   Skipped: 12
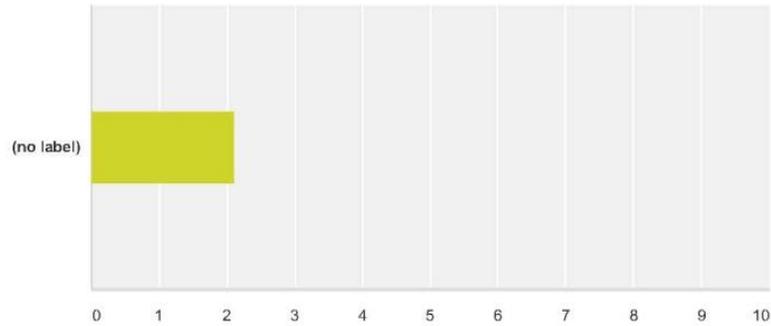
Q22 Increased and expanded support services for students.

Answered: 160   Skipped: 11

Answer Choices	Responses	
1 – No Evidence	22.01%	35
2 – Some Evidence	38.36%	61
3 – Clear Evidence	30.82%	49
N/A	8.81%	14
Weighted Average		2.10

Answer Choices	Responses	
1 – No Evidence	18.13%	29
2 – Some Evidence	40.63%	65
3 – Clear Evidence	38.75%	62
N/A	2.50%	4
Weighted Average		2.21

ACCESS Staff Survey Results

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

Q23 **The Local Control Accountability Plan is having a positive impact on student outcomes.**

Answered: 162   Skipped: 9
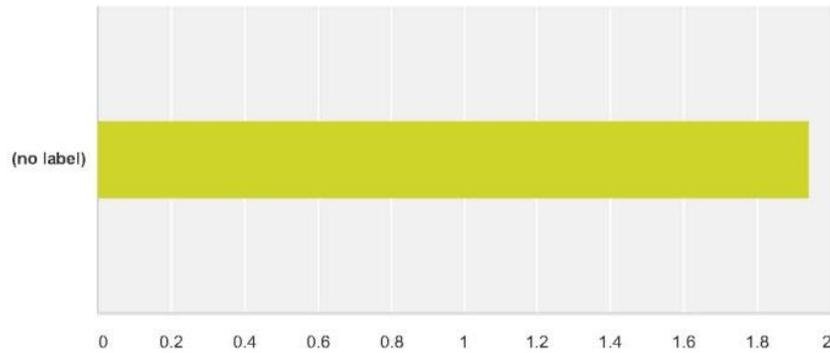
Answer Choices	Responses	
1 – No Evidence	23.46%	38
2 – Some Evidence	46.30%	75
3 – Clear Evidence	17.90%	29
N/A	12.35%	20
Weighted Average		1.94

ACCESS Staff Survey Results

Local Control

Accountability Plan

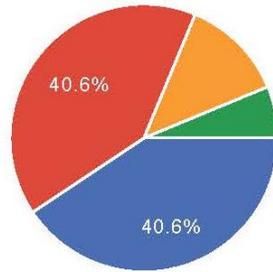# SPECIAL EDUCATION SERVICES (SES)

Staff Technology Survey Results

Spring 2015

32 Total Surveys Received

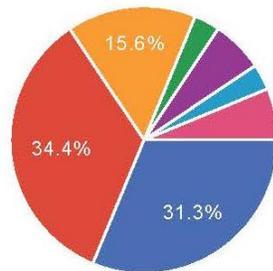## Please list the number of iPads within your classroom currently used directly by students
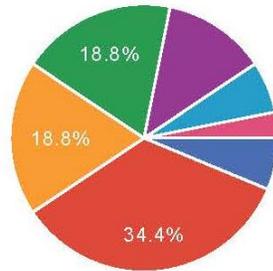
None	2	6.3%
1	11	34.4%
2	6	18.8%
3	6	18.8%
4	4	12.5%
5	2	6.3%
Other	1	3.1%

Please list the number of iPads within your classroom currently used primarily by the teacher/paraeducators.
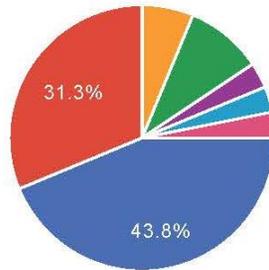
None	13	40.6%
1	13	40.6%
2	4	12.5%
3	2	6.3%
4	0	0%
5	0	0%
Other	0	0%

Please list the number of additional iPads you feel are needed within your classroom.

None	10	31.3%
1	11	34.4%
2	5	15.6%
3	1	3.1%
4	2	6.3%
5	1	3.1%
Other	2	6.3%

SES Staff Survey Results

Please list the number of iPod touch devices within your classroom currently used directly by students.

None	**14**	43.8%
1	**10**	31.3%
2	**2**	6.3%
3	**3**	9.4%
4	**1**	3.1%
5	**1**	3.1%
Other	**1**	3.1%

Please list the number of iPod touch devices within your classroom currently used primarily by the teacher/paraeducators.
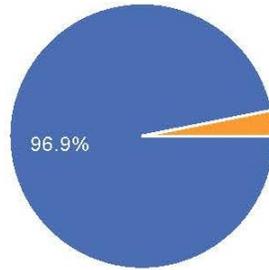
None	**31**	96.9%
1	**0**	0%
2	**1**	3.1%
3	**0**	0%
4	**0**	0%
5	**0**	0%
Other	**0**	0%

Please list the number of additional iPod touch devices you feel are needed within your classroom.
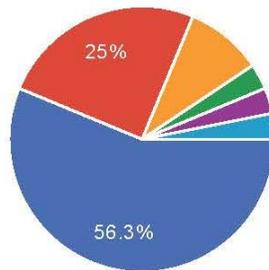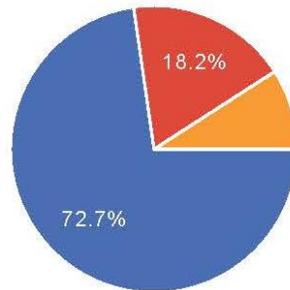

None	**18**	56.3%
1	**8**	25%
2	**3**	9.4%
3	**1**	3.1%
4	**1**	3.1%
5	**1**	3.1%
Other	**0**	0%

SES Staff Survey Results

Does your classroom have a smart board/ebeam?

Yes	**18**	56.3%
No	**13**	40.6%
Other	**2**	6.3%

If not, do you feel that a smart board/ebeam would benefit instruction within your classroom?

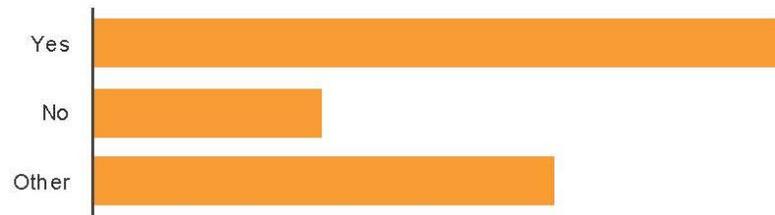|		
Yes	**8**	72.7%
No	**2**	18.2%
Other	**1**	9.1%

SES Staff Survey Results

Does your classroom have a television and equipment that allows you to mirror instructional content?
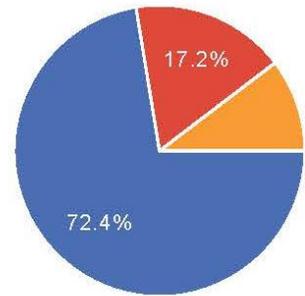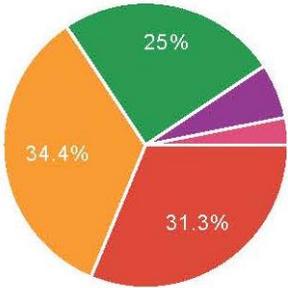
Yes	21	72.4%
No	5	17.2%
Other	3	10.3%

If not, do you feel that the ability to mirror content onto a television/screen would benefit instruction within your classroom?
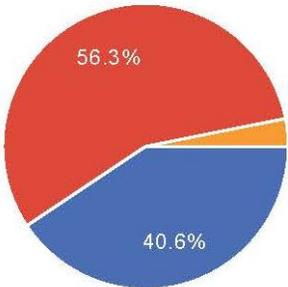

Yes	6	54.5%
No	2	18.2%
Other	4	36.4%

SES Staff Survey Results

Please list how many desktop computers, for student use, are in your classroom?

1	**10**	31.3%
2	**11**	34.4%
3	**8**	25%
4	**2**	6.3%
5	**0**	0%
Other	**1**	3.1%

Do you feel that your student desktop computers require updating/replacement?

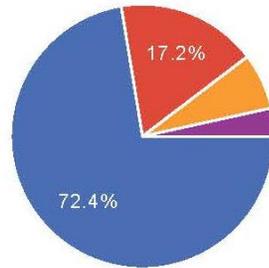|		
Yes	**13**	40.6%
No	**18**	56.3%
Other	**1**	3.1%

If yes, please explain why?

- **Internet access is unreliable.**
- **They are old and need more "up-to-date" applications.**
- **Operating systems need to be updated.**

Please list the number of additional desktop computers you feel would benefit instruction within your classroom?
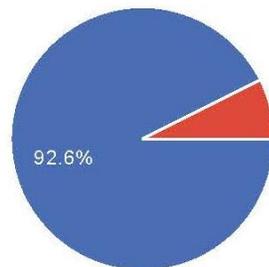
None	**21**	72.4%
1	**5**	17.2%
2	**2**	6.9%
3	**0**	0%
4	**1**	3.4%
5	**0**	0%
Other	**0**	0%

17.2%

72.4%

How many of students within your classroom use an OCDE assigned mobile device at home?
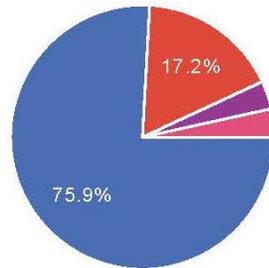
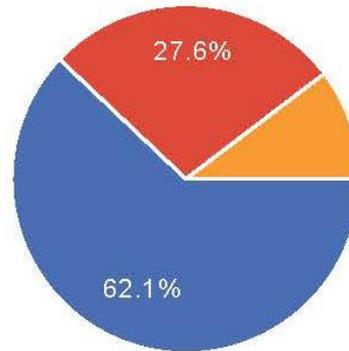|		
None	**22**	75.9%
1	**5**	17.2%
2	**0**	0%
3	**0**	0%
4	**1**	3.4%
5	**0**	0%
Other	**1**	3.4%

17.2%

75.9%

How many mobile devices within your classroom are currently missing or are unaccounted/lost? (Please explain situation)

N/A	**25**	92.6%
Other	**2**	7.4%

92.6%

SES Staff Survey Results

Do you have difficulty accessing the Internet within your classroom?

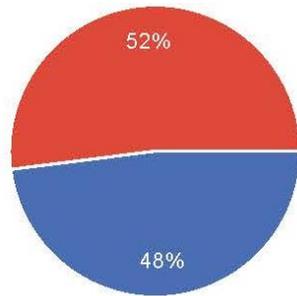|		
Yes	**18**	62.1%
No	**8**	27.6%
Other	**3**	10.3%

27.6%

62.1%

What are the issues?

- **Slow, unreliable internet.**
- **Connection issues – frequently dropped from the internet.**
- **Issues loading content.**
- **Strict filters on websites.**

SES Staff Survey Results

Do you have technology needs that are currently going unmet within your classroom?
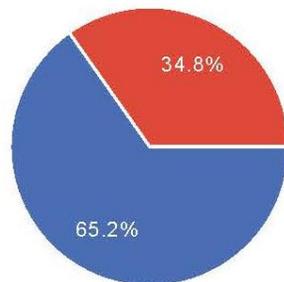

Yes	**12**	48%
No	**13**	52%

If yes, please list:

- **Slow, unreliable internet.**
- **Additional iPads/iPods.**
- **Hardware and Software updates.**
- **Strict filters on websites.**

Do you or your paraeducators need additional technology training or technical support?

Yes	**15**	65.2%
No	**8**	34.8%

If yes, please list:

- **We should receive training on new devices, available programs and apps.**
- **Help with troubleshooting.**

SES Staff Survey Results

ACROYNMS AND ABBREVIATIONS
LCAP ANNUAL UPDATE

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