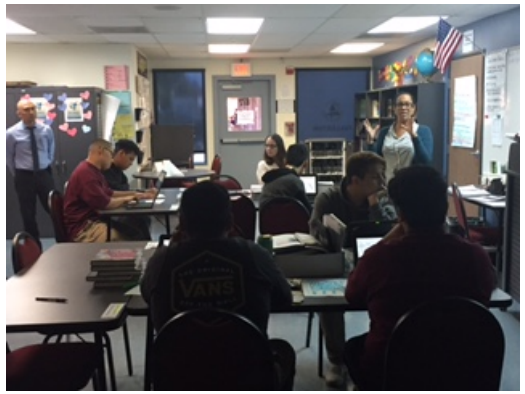
Orange County Department of Education

Local Control Accountability Plan: 2017-2020

Annual Update: 2016-2017



LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix 1: Priorities 5 and 6 Rate Calculations

Appendix 2: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Orange County Department of Education		
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Program Overview

In addition to supporting local school districts, the Orange County Department of Education (OCDE) also operates unique educational programs serving students throughout Orange County. Our alternative education program, known as ACCESS, which stands for Alternative, Community, and Correctional Education Schools and Services, provides educational options county-wide for a variety of distinctive student populations. (A complete list of acronyms used in the document can be found in Appendix G.) 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 are addressed in this Local Control Accountability Plan (LCAP):

- *ACCESS Community School Programs* are most often a short-term placement for students who are highly transient due to truancy, expulsion, drug use, gang affiliation, adjudication, teen pregnancy/teen parenting, homelessness, and foster youth placements. These students are often credit deficient, disenfranchised, and have significant gaps in their knowledge of core academic skills. There are two educational options within the ACCESS Community School Program to best meet the needs of our students: day school programs and contract learning/independent study programs.*
- *ACCESS Juvenile Court School Programs* serves adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These students are wards of the court and are often transferred between juvenile court schools as a result of Probation or Social Service Department guidelines. The average stay within these facilities is between 30 and 60 days. However, a small group of incarcerated students receive longer commitment times and remain in custody three to four years, and may stay in these programs up to the age of 22.*
- *ACCESS Orange County Community Schools,* known as Community Home Education Program (CHEP) (grades TK-8) and Pacific Coast High School (PCHS) (grades 9-12), are the Orange County Department of Education's independent study programs supporting parents and students who want or need an alternative approach to a traditional brick and mortar school. Pacific Coast High School is a UC-approved and National Collegiate Athletic Association-accredited program.*
- *Special Schools and Programs* serve 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 the unduplicated count for foster youth, low-income, and English Learners. Based on California Longitudinal Pupil Achievement Data System (CALPADS) information day report calculates the percentage of this unduplicated count to be 63%, and therefore, the majority of the actions and services listed are targeted to address their needs. However, when appropriate, we have specifically identified particular student 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.

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

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

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

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

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Greater Access to Technology
- Improved student-to-device ratio
- Laptop lending program
- Online courses

Enhanced Academic Counseling
- Four-year graduation plan for each student
- Credentialed school counselors
- College tours and Career forums

Targeted Student Support Services and Co-curricular Activities
- Sport-themed, character building activities
- Summer at The Center theater arts program
- Career Success Week for employability skill building

Implementation of Multiple-Tier System of Support (MTSS), Universal Design for Learning (UDL), and Restorative Justice
- Practices and procedures to support the whole child
- Lesson design focused on the individual needs of students
- Behavioral support system that fosters a positive school climate

Expanded Professional Learning Communities (PLCs), Model Classrooms, and Career Technical Education (CTE)
- Peer-to-Peer learning and collaboration
- Data-driven decision-making
- Demonstration and adaptation of instructional best practices
- Expanded opportunities for CTE Pathways

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Two areas of greatest progress, as evidenced in the LCAP document and stakeholder feedback, are increased family engagement and the support services provided by Teachers on Special Assignment (TOSAs), School Counselors, and Academic Support Assistants (ASAs).

There are more opportunities and trainings for parents/guardians to engage them in their child's educational experience. More parents/guardians are attending school meetings and contacting their child's teacher to discuss academic progress.

Counselors, TOSAs, and ASAs are providing a greater level of support to students and staff through individualized interactions, direct services, and the sharing of best practices.

To build upon this progress in the 2017-18 school year, six TOSAs will more effectively develop curriculum and support teachers in the classroom; four School Counselors will continue to work with students in preparing for post-secondary options and begin articulation with community colleges; and ASAs throughout ACCESS will provide supplemental support to enhance student achievement through more integrated use of technology.

To enhance our family engagement efforts, additional workshops and parent/guardian events will be offered, and the use of the Aeries.net portal for parents/guardians to access online student data and information will be expanded,

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

GREATEST NEEDS

The LCAP has provided the unique opportunity to look at the critical needs of the program and its students. The actions and services have been a vehicle to address these essential areas. Therefore, the challenge lies not in identifying the action and service needed, but rather in the consistent implementation and use of the tools and resources provided. In moving forward, a greater emphasis will be placed on developing improved systems for monitoring and ensuring the implementation and utilization of the resources and tools identified. The intended outcome would be an increased use of technology in the classroom and a more consistent use of Scantron Performance Series testing.

In addition, students continue to enter our program with more significant academic, behavioral, and emotional needs. Consequently, these support areas remain as targeted actions and services in our goals through the continued funding for mental health clinicians, school counselors, a school nurse, and pro-social activities such as Pure Game, Summer at The Center, and Career Success Week.

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

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

PERFORMANCE GAPS

Attendance rate is an area that has been targeted for growth and truancy efforts have been included in previous LCAPs to improve school attendance. The targeted goal for attendance for 2016-17 was 75%. Currently, the attendance rate is 73%. Attendance rate remains a priority and strategic planning connected to best practices and procedures will be researched and implemented. Parents/guardians have expressed a need to be more informed of student progress, especially in the areas of attendance, assignment completion, and behavior. There are actions and services in Goal B that assist parents/guardians in meeting this need, as well as gaining their collaborative support in improving student attendance.

Improving Math and English Language Arts (ELA) CAASPP performance results for ACCESS community schools and Juvenile Hall students continues to be a challenge. We recognize that students are entering our program with significant gaps in their learning, behind in credits, and reading far below grade level. Students exceeding or nearly meeting standards on CAASPP assessments is a percentage that needs to be improved. The following actions and services are in the 2017-18 LCAP to address this concern: tutoring, English Language Development Assistants (ELDAs), newly-adopted curriculum, TOSAs, development of integrated units, and increased accessibility and usage of technology and educational software resources.

INCREASED OR IMPROVED SERVICES

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

Based upon feedback from stakeholders, survey results, and analysis of student data, the targeted areas below have been identified to improve achievement for low-income students, English learners and foster youth.

- Improve technology access, more devices, improved connectivity, laptop lending program
- New English Learner (EL) TOSA to support the integrated and designated English Language Development (ELD) instruction
- Increased opportunities for family engagement
- Foster Youth integrated database to monitor foster youth school stability and academic progress

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$242,595,952.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$79,177,335.00

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

Our vision is that “Orange County students will lead the nation in college and career readiness and success.” We play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, and community organizations. We believe that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students.

As a county office we are required to provide mandatory services to the school districts within Orange County. We are mandated to provide fiscal oversight and oversight of the Local Control Accountability Plans to 27 school districts in Orange County. As a county office we incorporate expenditures to help support the various functions needed to help our districts, community colleges and special agencies. We provide payroll, retirement reporting and check disbursement for school districts, community colleges and special districts. We partner with districts to provide financial system support, legal services and credentialing services.

We are a leader in professional development to assist our districts meet the state standards and technical assistance for their Local Control Accountability Plan. We have committed resources to provide support from early childhood to higher learning.

$91,952,352.00	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Goal A

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

A.1: Increase bandwidth connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology. **(LEA-wide)**

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase capacity of any circuit requiring additional bandwidth up to 1 GB. Complete wireless upgrade in the classrooms. Continue deployment of server and software for Virtual Desktop Infrastructure (VDI) roll out to maintain up-to-date and high quality facilities.	• 10 Special Schools sites have received bandwidth of 50 KB; and, 1 Special Schools site has received bandwidth of 100 KB. • 45 ACCESS sites have received bandwidth of 50 KB; 3 ACCESS sites have received bandwidth of 100 KB; and, 1 additional ACCESS sites are in progress of having their bandwidth upgraded. • Wireless upgrades in the classrooms: 39 sites completed with 10 additional sites expected to be completed by June 30, 2017. • VDI continues to be deployed and purchases are noted below.

ACTIONS / SERVICES

Action **A.1**

	PLANNED	ACTUAL
Actions/Services	Evaluate requirement for additional Virtual Desktop Infrastructure (VDI) hardware and Virtual Machine (VM) Ware licenses for virtual desktops in ACCESS classrooms and administrative units. Modify as needed.	• 91 Thin Client computers to be installed by June 30, 2017.
Expenditures	BUDGETED **$35,000** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $0 (Purchased in prior years)

ACTIONS / SERVICES

Action **A.1**

	PLANNED	ACTUAL
Actions/Services	Continue to support technology devices and network infrastructure to meet device-to-student ratio listed in the Expected Annual Measurable Outcomes listed under Goal A.2. Continue to review and assess connectivity at OCDE school sites and evaluate offsite student access. Update and add equipment as needed.	Informational Technology Division (IT) continues to support the network infrastructure and the deployment of devices throughout the LEA. 57 school sites have received upgraded connectivity. The actual number of devices purchased is included in A.2 below. During 2015-16, 50 laptops with wireless hotspots were purchased and are in the process of being deployed throughout the LEA. Weekly reports on the use of the wireless hotspots are reviewed. 40% are being used each week by students. Ongoing conversations with administrators and teaching staff are taking place to increase the percentage of use or to determine if wireless hotspots are not needed due to access to the internet at home.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$50,000** **(Books & Supplies, 4000-4999)**	$43,000 (Books & Supplies, 4000-4999)

ACTIONS / SERVICES

Action **A.1**

	PLANNED	ACTUAL
Actions/Services	Maintain the ongoing cost for site connectivity and evaluate offsite student internet access.	Funding was continued for site connectivity and additional wireless hotspots were purchased to support student offsite internet access.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$227,474** **(Services/Operating Expenses, 5000-5999)**	The monthly cost for circuit expenses for all schools is $21,000, with an annual cost of $252,000. Services/Operating Expenses, 5000-5999

ACTIONS / SERVICES

Action **A.1**

	PLANNED	ACTUAL
Actions/Services	Evaluate the need to increase the number of laptops and Chromebooks for students and purchase accordingly to support the device-to-student ratio.	The device-to-student ratio was improved during the 2016-17 school year as a result of the purchase of over 1,000 laptops, computers, and devices. Any new purchases for 2017-18 will be used to replace outdated devices in order to maintain the device-to-student ratio.
Expenditures	BUDGETED **$15,000** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL (Included in Action A.1, p. 6, and A.2, p. 9)

Goal A.2

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

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.

(LEA-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the ratio of usable computers/devices available for students to 1:1.7 for ACCESS Community Schools; 1:1 for ACCESS Juvenile Court Schools; and 1:3 for CHEP/PCHS. Students using technology to complete assignments will reflect a 10% decrease in the responses to “Seldom” or “Never,” and a 10% increase in the response to “Daily Use” of technology in student assignments as reported by students and teachers on our annual surveys.	The ratio of usable computer/devices available to students for 2016-17 was as follows: • ACCESS Community Schools, 1:1.5 • ACCESS Day Schools, 1:1 • ACCESS Juvenile Court Schools, 1:1 • CHEP/PCHS, 1:2.1

The survey data in 2015-16 is as follows:

Student Surveys
- "Seldom" or "Never" – 33% (a decrease of 10%)
- "Daily Use" – 25% (No Change)

Teacher Surveys
- "Seldom" or "Never" – 19% (a decrease of 14%)
- "Daily Use" – 39% (an increase of 1%)

We have met and exceeded the ratio goals for computer devices available to students and will continue to ensure this does not decrease.

The survey data in 2016-17 is as follows:

Student Surveys	2015-16	2016-17
• "Seldom" or "Never"	43%	32.7%
• "Daily Use"	25%	35.2%

Teacher Surveys	2015-16	2016-17
• "Seldom" or "Never"	33%	30%
• "Daily Use"	38%	37.3%

Teacher Use of Technology to Deliver Instruction
Student Surveys: 69.9% Yes
Teacher Surveys: 86.2% Yes

We met the targeted goal of decreasing student response to not using technology by 10%. The targeted goal of decreasing teacher response to "Seldom" or "Never" using technology did decrease, but not by the targeted percentage expected. The student "Daily Use" of technology is increasing while the teacher "Daily Use" of technology is remaining unchanged. Continued support for teachers to utilize technology will continue during 2017-18.

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	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.	• During 2016-17, 403 Chromebooks were purchased and 325 Chromebooks are on order; 200 laptops, and 50 laptops with wireless hotspots (purchased in 2015-16) are being deployed. • 302 additional Thin Client computers were installed throughout the LEA, with an additional 91 to be installed by June 30, 2017. • 351 Lenovo ThinkPad laptops were purchased and deployed through the various school sites in ACCESS for student use.
Expenditures	BUDGETED **$172,090** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL The cost of the 50 laptops and wireless hotspots was included in last year's LCAP. $332,865 (One-time Funds) $83,718 (LCFF)

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	Increase by 5% the number of students utilizing GradPoint Online Courses and the number of courses completed from the baseline data from 2015-16.	The number of students enrolled in GradPoint from September 1, 2016 through February 28, 2017, was 515 ACCESS students. The total number of students enrolled for the entire 2015-16 school year was 706. The total number of enrolled students will not be finalized until early June 2017. However, D/HH students are using other online resources and are not included in this calculation.
Expenditures	BUDGETED **$211,050** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $204,400 Books & Supplies, 4000-4999

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	Provide ongoing training for staff on the use of GradPoint.	GradPoint trainings were held on the following dates: **2016:** July 19, July 20, July 21, August 23, August 24, August 25, September 28, September 29; **2017:** January 11 and January 12, 2017. Additional trainings are scheduled for May 2017.
Expenditures	BUDGETED **$21,600** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	Expand technology access for students by providing an increased number of devices and hot spots for student check-out to ensure internet connectivity for online curricular resources.	During 2015-16, 50 laptops with wireless hotspots were purchased for student check-out and deployed during the 2016-17 school year.

Expenditures	BUDGETED **$50,000** **(Books & Supplies, 4000-4999; Supplemental/Concentration Grants)**	ESTIMATED ACTUAL $6,812.19 – annual cost for 50 lines of service for the wireless hotspots Books & Supplies, 4000-4999; Supplemental/Concentration Grants

ACTIONS / SERVICES

Action **A.2**

Actions/Services	PLANNED Provide Edivate for 150 administrators and teachers as professional development focused on instructional and curricular resources. By June 2017, assess the effectiveness and usage of this online professional development tool to determine continued purchase.	ACTUAL • 150 Edivate licenses were purchased for administrator and teacher use throughout the LEA. • Twice each month, a link to new Edivate resources is emailed to users. • Due to the infrequent usage of Edivate, the purchase of this software license will be reevaluated for next school year.
Expenditures	BUDGETED **$28,900** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $16,650 (Books & Supplies, 4000-4999)

ACTIONS / SERVICES

Action **A.2**

Actions/Services	PLANNED By March 2017, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.	ACTUAL In February 2017, the LCAP survey distributed to stakeholders was reviewed and updated. Surveys were distributed and collected during March 2017. These surveys were distributed to teaching staff, non-instructional staff, parents, and students.
Expenditures	BUDGETED **$6,475** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $128 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.	The Educational Tech User Support Assistant continued to be funded throughout the 2016-17 school year. This position supported teachers in the classroom, created an Ed Tech Resource webpage, and developed user guides for educational software tools.
Expenditures	BUDGETED **$75,000** **($55,035: Classified Staff, 2000-2999; $19,965: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $75,261 ($55,532: Classified Staff, 2000-2999; $19,729: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	Designate three model classrooms throughout ACCESS that effectively utilize technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.	The following model classrooms were designated by AU administration: • Fullerton Site – Michele Hollis • La Habra Site – Rod Ruiz • Century Site – Danielle Christiansen • Magnolia Site – River Hawksford • Mission Viejo Site – Susan Phillips • CHEP North – Brigette Brink • CHEP Central – Kerrie Schultz
Expenditures	BUDGETED **$3,429 (Substitute Teachers)** **($2,951: Certificated Staff, 2000-2999; $478: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $261.66 (Substitute Teachers) ($226: Certificated Staff, 1000-1999; $35.66: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	Continue Unique Learning System (ULS) and News 2 You and explore additional supplemental software programs and curricular and online resources for	ULS and News 2 You were resources that the students utilized to support 21st Century skills. SANDI was implemented and staff were trained on this tool for student assessment. Additional enhancements to

	incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character (the 5 C's) into student activities and assignments. Student Annual Needs Determination Inventory (SANDI), a web-based student assessment and progress monitoring tool, will be implemented beginning September 2016.	SANDI will be added for 2017-18.
Expenditures	BUDGETED **$43,990** **($40,790: Books & Supplies, 4000-4999; $3,200: Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $46,460 (Cost Center 1823 Flex Grant Funds)

ACTIONS / SERVICES

Action **A.2**

Actions/Services	PLANNED Purchase additional licenses to expand student usage of current educational software programs and identify additional online instructional resources for incorporating the 5 C's into student activities and assignments.	ACTUAL WorldBook Online, Rosetta Stone, Defined STEM, and Discovery Education Streaming licenses were purchased for the 2016-17 school year for student and staff use. Based on the subscription cost for Discovery Education Streaming of $2 per student, the actual cost for licenses was significantly less than budgeted.
Expenditures	BUDGETED **$76,289** **($26,289: WorldBook Online, Rosetta Stone, and Defined STEM; $50,000 Discovery Learning)** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $31,545 ($10,895 WorldBook Online; $4,650 Rosetta Stone; $14,000 Defined STEM, and $2,000 Discovery Education Streaming) (Books & Supplies, 4000-4999)

ACTIONS / SERVICES

Action **A.2**

Actions/Services	PLANNED Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement Special Education Services (SES) Technology Plan.	ACTUAL Touch2Learn Committee meetings were held quarterly to support the SES Technology Plan.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	Collaborate with OCDE Information Technology Division to provide adequate access to internet and Wi-Fi at all OCDE school sites.	Collaboration with OCDE IT occurs regularly throughout the year. IT has a work order system, as well as a Help Desk, to provide adequate internet at OCDE school sites and offer a mechanism for resolving technology issues and concerns.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **A.2**

	PLANNED	ACTUAL
Actions/Services	Continue to conduct workshops on GradPoint online curriculum for certificated staff to target Redesignated-Fluent English Proficient (R-FEP) students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in ACCESS will be provided to teachers on a semi-annual basis.	GradPoint training was conducted during the 2016-17, refer to page 10 for dates of the training. R-FEP students are monitored twice each year for academic progress. A list of R-FEP students was provided to teachers who make the decision to enroll a student in GradPoint based on this information.
Expenditures	BUDGETED **$2,500** **(Services/Operating Expenses, 5000-5999; Supplemental/Concentration Grants)**	ESTIMATED ACTUAL (Included in A.2, p. 10)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The LEA has been successful in continuing the upgrade of bandwidth and site connectivity, increasing the number of devices for student usage, providing offsite internet connection to students, and maintaining effective collaboration and support from OCDE Information Technology. These actions and services will continue in 2017-18 with the purchase of additional devices and upgrades to security and firewalls.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	64.2% of parents indicated that they are aware that teachers use a computer for instruction; 86% of parents indicated that their child uses a computer to complete assignments and is part of their learning; 36.7% of parents indicated additional integration of technology into their student's learning would be beneficial. 57.2% of students use a computer 2-3 times or more per week; 81.2% of students use a computer outside of school 2-3 times per week; 69.9% of students indicated their teachers use technology to deliver instruction. 86.2% of staff indicated that technology was used during instruction; 63.8% of staff indicated that students use technology two or more times per week; 63.7% of staff indicated that students use technology to complete assignments two or more times per week. With the increased numbers of computers/devices purchased, the device-to-student ratio is nearing 1:1 for all of our school settings. The use of technology in the classroom by both staff and students is increasing, and the support of OCDE IT has provided improved and consistent connectivity. The actions/services of Goal A are achieving the reliability and integration of technology in the classroom.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action/Service A.1, budgeted $35,000 for virtual desktop infrastructure hardware and licenses. The actual amount for 2016-17 was $0 as these items were purchased in the prior year. Action/Service A.2, budgeted $172,090 for computer and device purchases to improve device-to-student ratios; $416,573 was spent due to a one-time fund of over $300,000 for the purchase of devices and computers. Action/Service A.2, $21,600 was budgeted to provide ongoing training for GradPoint. The actual cost was $0 as the training was included in the annual cost for GradPoint. Action/Service A.2, $50,000 was budgeted to expand technology access for students by providing devices and hotspots for student check out. The actual cost was $6,812.19. This cost covered the monthly charges for the hotspots, but the devices were purchased in the prior year. Action/Service A.2, $6,475 was budgeted to print surveys for parents and students. As a result of providing the surveys online, fewer surveys were printed which reduced the cost to $128. Action/Service A.2, $76,289 was budgeted to purchase software licenses to expand student usage of technological resources. The actual cost was $31,545 due to a reduced number of licenses required and the cost for each license costing less than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In Goal A, several actions and services were combined to provide clarity and reduce repetition: • 2017-18, A.1-2 is a combined goal of site connectivity costs and number of devices purchased • 2017-18, A.2-2 is a combined goal regarding GradPoint licenses and trainings Additions made to Goal A for 2017-18 are the following new actions/services: • 2017-18, A.1-1 (technology infrastructure) • 2017-18, A.2-3 (expanded Ed Tech resources) Modification made to Goal A for 2017-18: • 2017-18, A.2-2: Teachers will make the decision regarding R-FEP students who can benefit from enrollment in a GradPoint class, and thus, this will not be a targeted action for monitoring Deletions made to Goal A for 2017-18 include: • The action/service to incorporate more opportunities for students to have access to computer devices and utilize technology in their academic program was deleted due to this action/service being stated in the identified need

Goal B

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

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.

(LEA-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Student dropout rates will decrease to 6.8%. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)	The countywide dropout rate for 2015-16 was 5.4%. Beginning this year, ACCESS is tracking dropout rates for its community schools, and as of April 17, 2017, the ACCESS dropout rate was 9.67%. (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)

ACTIONS / SERVICES

Action **B.1.a**

	PLANNED	ACTUAL
Actions/Services	Continue to offer parenting classes, workshops, and trainings to encourage parent participation in the educational process.	Eight teachers and one administrator attended 10/26-27 Leadership Development Training Workshop – Part 1 (Parent Engagement); and, six teachers, one administrator, and one Family Community Liaison attended 11/30-12/1 Leadership Development Training Workshop – Part 2 (Advanced Parent Engagement). A total of 278 parent engagement events were offered in the 2016-17 school year, including General Parent Advisory Committee (GPAC) meetings, District English Learner Advisory Committee (DELAC) meetings, Building Blocks for Healthy Children, Quality Time Counts, Power of Parents, Rx Prevention, Disciplina Positiva, and Padres Unidos parenting workshops. DELAC meetings were held on January 11, March 15, and May 17, 2017. Over 400 parents/guardians attended these events and information nights.

		Parent Advisory Committee meetings regarding LCAP input and feedback were held on November 17, 2016, January 17, March 14, April 17, and May 17, 2017.
Expenditures	BUDGETED **$10,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $8,756.08 (Parent event costs) (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.1.a**

Actions/Services	PLANNED Maintain funding for refreshments and interpretation/ translation services to encourage parent participation.	ACTUAL Refreshments and interpretation services were provided at all parent events, including parent nights, workshops, and ELAC and DELAC meetings. A set of headphones were purchased to accommodate translation services for Spanish-speaking parents attending parent events.
Expenditures	BUDGETED **$2,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $6,746.64 Parent Event Refreshments: $2,771 ELAC/DELAC Refreshments: $1,000.00 (Title III funds) Translation Services/Headphones: $2,975.64 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.1.a**

Actions/Services	PLANNED Utilize the School Messenger System for communicating essential information to parents, and provide additional training for administrators to improve the use and understanding of all the features of School Messenger.	ACTUAL The implementation phase of School Messenger has continued in 2016-17. An additional training for administrators has been scheduled for the spring of 2017. Currently, there have been approximately 100 messages sent to parents utilizing School Messenger to convey school information.
Expenditures	BUDGETED **$10,280** **(Services/Other Expenses, 5000-5999)**	ESTIMATED ACTUAL $10,279.50 (Annual License Fee) (Services/Other Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.1.a**

	PLANNED	ACTUAL
Actions/Services	Include on the Parent Resource web page, opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents to have a greater role in the school community.	The ACCESS Resource Website (also available in Spanish) has been updated to include opportunities for community-based education, such as ESL classes, vocational training, and computer workshops. In addition, volunteer opportunities for parents, including LCAP General Parent Advisory Committee meetings, School Site Council meetings, and Safety Committee meetings were added.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.1.a**

	PLANNED	ACTUAL
Actions/Services	By March 2017, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate and safety.	During February 2017, all surveys were reviewed and edited for distribution in March 2017. Electronic and paper surveys were provided to stakeholders, parents, students, teachers, and non-instructional staff. Survey results will be collected, disaggregated, and included as a summary in Appendix H to this LCAP document.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $360 (Printing Costs) (Services/Operating Expenses, 5000-5999)

Goal B.1.b

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

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.

(ACCESS-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the annual average daily attendance (ADA) rate to a minimum of 75% in ACCESS Community Schools. (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts.)	As of Month 9 in the attendance calendar, the ADA rate for ACCESS Community Schools is 73%. The final ADA rate will be available at the completion of final yearly revisions at the end of July. (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts.)

ACTIONS / SERVICES

Action **B.1.b**

	PLANNED	ACTUAL
Actions/Services	Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Meetings were held during April and May 2017 with the Blue Ribbon Commission, Orange County Children's Partnership, and Probation Quarterly Meeting to gather input on the current actions and services, and request feedback regarding additional actions and services to impact student engagement and achievement.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.1.b**

	PLANNED	ACTUAL
Actions/Services	Each AU will conduct at least one parent information event in the fall and spring, including the cost of refreshments for parents and families.	Throughout the 2016-17 school year, 28 parent nights were held, and an additional 10 parent trainings which included 104 sessions. Over 400 parents/guardians attended these events and information nights. DELAC meetings were held on January 11, March 15, and June 29, 2017.
Expenditures	BUDGETED **$10,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $1,154.23 (Refreshments) (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.1.b**

	PLANNED	ACTUAL
Actions/Services	Implement and train on the use of Aeries.Net ACCESS to provide parents with access to their child's transcript and credit information and attendance. Explore other features of Aeries.Net for teachers and administrators to use, such as Analytics and online registration.	The Attendance and Records Center (ARC) is working with Harbor Learning Center (AU 114) to roll out the parent portal. The AU is coordinating with a small group of parents whose students will be in the ACCESS program until August 2017. The AU and the ARC will schedule a meeting with the parents to discuss the portal and assist parents in accessing the system.
Expenditures	BUDGETED **$4,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $4,000 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.1.b**

	PLANNED	ACTUAL
Actions/Services	Maintain funding for a Program Data Technician to support the data measures pertaining to the maintenance of student records and student outcomes.	This position continued to be funded during 2016-17 and will continue through the following school year.

Expenditures	BUDGETED **$81,377** **($50,298, Classified Salaries, 2000-2999; $31,079, Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $89,347 ($52,330: Classified Salaries, 2000-2999; $37,017: Employee Benefits, 3000-3999)

Goal B.1.c

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

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.

(Special Schools-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	The parent survey results regarding satisfaction with the Special Schools program indicated 92.7% of parents believed the school program met the special needs of their children.

ACTIONS / SERVICES

Action **B.1.c**

Actions/Services	PLANNED Initiate parent contact 60 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.	ACTUAL Data shows that 72% of the parents were contacted 60 days prior to the annual IEP date, and 95% of the parents were contacted 30-60 days prior to the IEP meeting date. The 30-60 day notification window was found to be most effective in achieving parent participation; therefore, the action will be amended to reflect this timeframe.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.1.c**

	PLANNED	ACTUAL
Actions/Services	Continue to provide opportunities for annual staff in-service training for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP Process.	A series of in-service trainings on the topic of parent engagement were held during the 2016-17 school year. Administrators received a training on January 10, 2017; teachers received training on January 12, February 17, and May 11, 2017, and a specific training for new teachers was held on March 22, 2017.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.1.c**

	PLANNED	ACTUAL
Actions/Services	Continue to provide parents and staff with ongoing notification of school and community events that relate to improved parent involvement and student achievement.	Principals consistently provide staff with notification on a monthly basis related to community events and opportunities for parent involvement and student achievement. Regional Center continues to offer a listing of events that are communicated on a flyer that is sent to staff via email every two months.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

Goal B.2

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

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.

(LEA-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☒ 9 ☒ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the number of grants awarded and service contracts initiated by 10% from 2015-16 as a result of partnerships that focus on health, counseling, job training, internships, and life skills for students.	While fewer grants were awarded, the percentage of increase in grant dollars servicing the LEA increased by 12.5%. The dollar amount increased from $4,589,268 to $5,162,116 for grants awarded during 2016-17. Going forward, this action and service will track grant dollars received as opposed to the number of grants obtained to more accurately reflect the impact these grants have on our program. An electronic Funding Tree newsletter is distributed to administrative staff on a regular basis to highlight available grant and scholarship opportunities.

ACTIONS / SERVICES

Action **B.2.a**

	PLANNED	ACTUAL
Actions/Services	The OCDE grant-writers will apply for applicable grants based on programmatic needs.	Five grants that provide services to the LEA were written, and as of April 2017, four of these grants have been awarded.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$0**	$0 (Included in staff salaries)

ACTIONS / SERVICES

Action **B.2.a**

	PLANNED	ACTUAL
Actions/Services	Continue to fund a Coordinator to assist in researching and applying for grants to expand student services.	The Coordinator position was funded by Instructional Services and was not an LCAP expense for 2016-17. This position will continue to be funded by Instructional Services and will continue to provide information and possible grant opportunities that align with the actions/services in the 2017-18 LCAP.
Expenditures	BUDGETED **$157,826** **($112,057: Classified Salaries, 2000-2999; $45,769: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $75,773 (Funded by Instructional Services) $58,103: Classified Salaries, 2000-2999; $17,670: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **B.2.a**

	PLANNED	ACTUAL
Actions/Services	Continue to fund a Program Support Assistant to assist the Coordinator in researching and applying for grants to expand student services.	The Program Support Assistant was funded throughout 2016-17 and is a budgeted position for 2017-18.
Expenditures	BUDGETED **$74,000** **($42,920: Classified Salaries, 2000-2999; $31,080: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $93,566 ($54,716: Classified Salaries, 2000-2999; $38,850: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **B.2.a**

	PLANNED	ACTUAL
Actions/Services	Increase partnerships with community stakeholders with an emphasis on collaborating with the community colleges through campus tours, including transportation costs.	Students toured five community college campuses, including Santa Ana College, Cypress College, Fullerton College, Golden West College, and Orange Coast College. A total of 152 students participated in these college tours; transportation was provided.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$10,000 (Transportation Costs)** **(Services/Operating Expenses, 5000-5999)**	$1,266.37 $998.47 (Transportation Costs, LCFF) $267.90 (Transportation Costs, Perkins Grant)

Goal B.2.b

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

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.

(ACCESS-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☒ 9 ☒ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
A minimum of 5% of the total ACCESS student population will participate in a co-curricular opportunity during the school year.	• 45 students participated in Summer at The Center • 152 students attended college tours • 14 college tours were offered to students • 180 students attended the College Career Fair at Orange Coast College • 75 students participate weekly in Pure Game, a character/leadership-building program • Over 250 students took part in the Inside the Outdoors hands-on learning lessons • Approximately 135 students from four ACCESS sites participated in sports-themed team building activities • Approximately 150 students participated in the New Young America Art Instruction program • 68 students participated in Royer Studios' Animate Your Tobacco Awareness Messages Over 20% of the ACCESS student population participated in co-curricular activities.

ACTIONS / SERVICES

Action **B.2.b**

	PLANNED	ACTUAL
Actions/Services	Maintain a co-curricular activities fund for ACCESS programs, including transportation (college campus tours are included in Goal B.2.a).	A co-curricular activities fund for ACCESS programs was communicated to principals, transition specialists, and Safe Schools staff to encourage the planning of activities for students to enrich the academic program. A list of activities provided to students is listed above in the Actual Annual Measurable Outcomes**.**
Expenditures	BUDGETED **$20,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $20,000 $5,500 (New Young America Art Instruction) $5,000 (Lift Up America) $9,500 (Career Forum) (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.2.b**

	PLANNED	ACTUAL
Actions/Services	Maintain funding for Summer at the Center to provide students with the opportunity to explore the theater arts. This funding includes transportation, supplies, food, and staff salaries.	45 students participated in Summer at The Center during July of 2016. This funding included bus transportation for students to participate, staff salaries for supervision, meals, and materials.
Expenditures	BUDGETED **$40,000** **($1,890: Certificated Salaries (1000-1999); $7,207: Classified Salaries (2000-2999); $1,222: Employee Benefits (3000-3999); $14,604: Books & Supplies (4000-4999); $15,077: Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $27,870.16 ($2,214.99: Certificated Salaries, 1000-1999; $349.53: Certificated Benefits; $5,943.04: Classified Salaries, 2000-2999; $338.08: Classified Benefits, 3000-3999; $472.57: Books & Supplies, 4000-4999; $18,551.95: Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.2.b**

	PLANNED	ACTUAL
Actions/Services	To further develop Career Pathways and Link Learning opportunities for students, hire a Program Specialist to	A Program Specialist to coordinate Career Technical Education was not hired during the 2016-17 school year due to the potential candidate's

	coordinate Career Technical Education (CTE).	lack of availability. This position will be revisited in 2017-18.
Expenditures	BUDGETED **$110,000** **(CTE Grant; $77,000: Certificated Salaries (1000-1999); $33,000: Employee Benefits (3000-3999)**	ESTIMATED ACTUAL $0 (Position was not filled during 2016-17)

ACTIONS / SERVICES

Action **B.2.b**

Actions/Services	PLANNED Continue funding the contract for the short-term CTE staff member to support the Career Pathways Grant and to assist the Program Specialist in developing CTE courses for ACCESS.	ACTUAL The short term CTE staff position continued to be funded during the 2016-17 school year and has continued to offer Career Pathway classes in Information and Communication Technologies and Healthcare Services.
Expenditures	BUDGETED **$10,725 (LCAP); $33,374 (CTE Grant)** **($37,805: Classified Salaries (2000-2999); $6,294: Employee Benefits (3000-3999)**	ESTIMATED ACTUAL $97,450 ($83,228: Classified Salaries, 2000-2999; $14,222: Employee Benefits, 3000-3999); (Salary breakdown: $17,831, LCAP; $44,493, Career Pathways Grant; $35,126, CTEIG Grant)

ACTIONS / SERVICES

Action **B.2.b**

Actions/Services	PLANNED Continue to provide Pure Game, a physical education/character development program, at seven ACCESS school sites.	ACTUAL Pure Game was continued at five ACCESS school sites, with one new school site added in 2016-17, for a total of six school sites. The seventh site that was targeted for implementation was unable to accommodate a suitable activity area.
Expenditures	BUDGETED **$24,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $28,000 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.2.b**

	PLANNED	ACTUAL
Actions/Services	Work with community partners to host three Career Success Week events throughout ACCESS which provide students with job readiness skills and personal finance management.	The following Career Success Week events took place in ACCESS: • Oct. 24-28, 2016 at Central Youth Resource Center • Feb. 27-Mar. 3, 2017 at 17th & Ross • April 17-21, 2017 in Mission Viejo Working Wardrobes was the community partner that provided student training.
Expenditures	BUDGETED **$5,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $4,725 ($3,395: Books & Supplies, 4000-4999; $580, Services/Operating Expenses, 5000-5999; $750, Title I funds for three Working Wardrobe Workshops)

ACTIONS / SERVICES

Action **B.2.b**

	PLANNED	ACTUAL
Actions/Services	Continue to expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies. Provide ACCESS homeless families with essential personal items when needed.	Our partnership with Second Harvest Food Bank was expanded this year to include College & Career Preparatory Academy. A supply of backpacks containing school supplies and hygiene items were provided through Feed the Children. To date, ACCESS has purchased clothing, shoes, and hygiene items to assist homeless students with basic needs.
Expenditures	BUDGETED **$5,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $4,500 (Books & Supplies, 4000-4999)

ACTIONS / SERVICES

Action **B.2.b**

	PLANNED	ACTUAL
Actions/Services	Provide referrals to community-based agencies and update community resources on the Parent Resource web page. OCDE staff shall attend community collaborative and resource fairs to share resources.	The ACCESS Resource Website has been updated to include new resources for students, families, and school staff. ACCESS staff have attended and participated in community collaborative groups and resource fairs, such as Family Involvement Network (FIN), OCDE Parent Support Services Fair, Committee to Assist Motel Families

		(CAMF), Anaheim Human Services Network, and the Families and Communities Together (FaCT) collaboratives.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.2.b**

Actions/Services	PLANNED Support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	ACTUAL In January 2017, 80 staff members attended a two-day training on restorative practices that focused on supporting a positive school climate, building respectful relationships, and promoting a sense of community.
Expenditures	BUDGETED **$2,500 (Cost of Trainings)** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $6,717 (Cost of Trainings) ($5,940: Services/Operating Expenses, 5000-5999; $777: One-Time Funds)

Goal B.2.c

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

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.

(Special Schools-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☒ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase by 2%, from the baseline of 81% established in 2015-16, the number of students with the most significant disabilities who are offered	The increase to 83% for 2016-17 was met, and a new baseline established for these services offered to students with the most

post-school services, specialized health care services, and personal assistance needed to access the community, post-secondary education, and employment.	significant disabilities.

ACTIONS / SERVICES

Action **B.2.c**

	PLANNED	ACTUAL
Actions/Services	Continue to update and provide on the OCDE website the OCDE Transition Resource Directory to identify and expand services for students with severe disabilities. Distribute Directory to parents, partners, and Special School sites.	In October 2016, the OCDE Transition Resource Directory was distributed to 125 agencies and community partners. This resource is posted on the Regional Center and school districts' websites.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.2.c**

	PLANNED	ACTUAL
Actions/Services	Explore adult day program options for students with the most significant disabilities following program completion.	Staff, families, and students found it to be more effective for adult day program options to be provide prior to completion of the Special Schools program, and this information is now shared before the student's exit.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.2.c**

	PLANNED	ACTUAL
Actions/Services	Create a resource list of community college options in Orange County for students with intellectual disabilities.	In January 2017, a resource list of community college option was completed and distributed to students and families.

Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.2.c**

Actions/Services	PLANNED Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	ACTUAL Staff meetings were held and topics included school climate and building respectful relationships between staff and students. These meetings took place on the following dates: August 22-23, August 29-30, 2016, and March 22, 2017.
Expenditures	BUDGETED **$2,500 (Cost of Trainings)** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $840 (Special Schools Budget) $630: Books & Supplies, 4000-4999; $210: Services/Operating Expenses, 5000-5999)

Goal B.2.d

Increase parent and stakeholder engagement as well as collaboration to support student learning by maintaining facilities and school sites in good repair through the following:

B.2.d: Utilize existing monthly site safety reports, Facility Inspection Tool (FIT), and School Accountability Report Card (SARC) data to identify areas of deficiency and to ensure a safe environment conducive to learning.

(LEA-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
All school sites are in good repair and in working order, and the Deferred Maintenance Schedule of school site upgrades are maintained accordingly as measured on the Facility Inspection Tool (FIT) and through the School Accountability Report Card (SARC).	Monthly safety reports are completed for all the administrative units and programs to ensure all school sites are in good repair. Work orders are handled in a timely manner and the Deferred Maintenance funds have been allocated to maintain the planned

	upgrades at the school sites. The FIT instrument is conducted annually to ensure all sites remain in good repair. All school sites have been deemed in good repair as reported in the SARC.

ACTIONS / SERVICES

Action **B.2.d**

	PLANNED	ACTUAL
Actions/Services	Complete facility repairs within two weeks of a work order being submitted.	Work orders are submitted online and repairs are prioritized and completed within two weeks. For site repairs that require an outside vendor, an appointment for the repair is completed within one week.
Expenditures	BUDGETED **$10,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $6,759 (Books & Supplies, 4000-4999)

ACTIONS / SERVICES

Action **B.2.d**

	PLANNED	ACTUAL
Actions/Services	Survey staff, parents, and students to determine satisfaction regarding the maintenance of school site facilities. (Included in Goal B.1.a surveys.)	School site maintenance satisfaction Parents: 94.7% Students: 89.6% Staff: 86.7%
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL (Included in survey costs in B.1.a, p. 18)

ACTIONS / SERVICES

Action **B.2.d**

	PLANNED	ACTUAL
Actions/Services	Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	School Site Safety Reports were completed and submitted monthly to the Facilities & Operations office. Necessary repairs were submitted via an online work order and completed in a timely manner.

Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

Goal B.3

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

B.3: Collaborate and coordinate countywide Expulsion Plan with all districts to serve expelled youth.

(All Orange County School Districts, including LEA schools)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☒ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Compile student data regarding the identified gaps and the effectiveness of the interventions. Begin collaborating at the Child Welfare and Attendance (CWA) Directors' meetings for revising and updating the countywide tri-annual Expulsion Plan for the new three-year cycle.	Five CWA meetings were held during the 2016-17 school year with Directors of Child Welfare and Attendance and OCDE/ACCESS staff in attendance. The initial work of updating and revising the countywide Expulsion Plan due in June 2019 has begun.

ACTIONS / SERVICES

Action **B.3**

Actions/Services	PLANNED Continue to collaborate regarding the Expulsion Plan for effectiveness with all CWA Directors. Begin discussions with CWA Directors for input regarding updates and revisions of the Plan for continuous improvement.	ACTUAL Collaboration regarding the effectiveness of the Expulsion Plan was part of the CWA meetings held September 2016, November 2016, January 2017, March 2017, and May 2017.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

Goal B.4.a

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

B.4.a: Develop and implement a Foster Youth Services Plan (FYSP), which is a document that includes contact information, academic information, and specific school information regarding the transitional needs for foster youth.

(Lyon School-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☒ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
FYSPs will be completed for 85% of students enrolled at Lyon School by the end of the school year.	As of 3/8/17, 50% of FYSPs were completed at Lyon School for students who were enrolled 30 days or longer. Based on feedback from school and Foster Youth Services staff, there was a recommendation to revise the FYSP and create a comprehensive education plan to address educational needs of youth throughout the ACCESS Program and to increase the communication and coordination of services with foster youth stakeholders. This new plan will be initiated in April, 2017, and will be a deliverable service in the 2017-2018 school year.

ACTIONS / SERVICES

Action **B.4.a**

	PLANNED	ACTUAL
Actions/Services	Implement and document how many FYSPs were completed for foster youth enrolled at Lyon School.	As of March 8, 2017, 33 out of 65 FYSPs have been completed for youth enrolled 30 days or longer at Lyon School. Foster Youth Services is working with foster youth stakeholders to develop and pilot the Education Plan, which will be utilized in the 2017-18 school year. It is anticipated that an additional 20 Education Plans will be completed by the end of June 2017.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.4.a**

	PLANNED	ACTUAL
Actions/Services	Maintain funding for a Foster Youth Educational Liaison.	A Foster Youth Educational Liaison has been maintained for the entire school year and continues to serve foster youth throughout the ACCESS program.
Expenditures	BUDGETED **$118,682** **($77,143: Certificated Salaries, 1000-1999; $41,539: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $86,440 ($61,937: Certificated Salaries, 1000-1999; $24,503: Employee Benefits, 3000-3999)

Goal B.4.b

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

B.4.b: Develop and implement a Foster Youth Services Plan (FYSP), which is a document that includes contact information, academic information, and specific school information regarding the transitional needs for foster youth.

(ACCESS-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☒ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Development of an integrated database for ACCESS foster youth.	Database is in the implementation stage and will be integrated in overall LCAP goals next year for foster youth.

ACTIONS / SERVICES

Action **B.4.b**

	PLANNED	ACTUAL
Actions/Services	Input ACCESS foster youth information into an integrated database to monitor and track academic progress.	During the 2016-17 school year, a database for foster youth was being developed. The database is not yet complete and in the upcoming school year, the database will be implemented to monitor and analyze foster youth data measures.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

Goal B.5

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

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.

(All Orange County School Districts, including LEA schools)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☒ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
California Department of Education (CDE) is in the process of developing the data elements that will be included in measuring foster youth academic outcomes. These outcomes will be utilized to determine the elements that will be measured for foster youth academic performance.	As of March 2017, the California Department of Education has not published the data elements that will be used to measure foster youth academic outcomes. It is anticipated that these measures will be available for the 2017-18 school year.

ACTIONS / SERVICES

Action **B.5**

	PLANNED	ACTUAL
Actions/Services	Develop baseline measures for foster youth school stability.	The most recent data available (2014-15) indicates that 17% of the foster youth exceeded/met standards on the CAASPP ELA Assessment. None of the 32 foster youth who took the Math CAASPP met or exceeded the standards. Foster Youth outcome data has not been released for 2016-17. Until a system is in place to accurately track school stability, this measure will be placed on hold pending a statewide tracking system.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.5**

	PLANNED	ACTUAL
Actions/Services	Complete one Educational Progress Report (EPR) for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County schools (850 unduplicated EPRs).	As of March 8, 2017, 647 EPRs have been completed for youth residing in out-of-home care attending Orange County schools and the data indicates that the goal of 850 unduplicated EPRs is expected to be met by June 2017.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.5**

	PLANNED	ACTUAL
Actions/Services	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.	As of March 8, 2017, there were 21 requests received and 19 were resolved. The communication between Juvenile Court and Foster Youth Services is strong, productive, and collaborative.

Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.5**

Actions/Services	PLANNED Hire a Coordinator to serve as a Foster Youth District Liaison for ACCESS foster youth students.	ACTUAL A Coordinator to serve as a Foster Youth District Liaison was hired in September 2016 for ACCESS foster youth students.
Expenditures	BUDGETED **$110,000** **($89,100: Certificated Salaries, 1000-1999; $20,900: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $117,746 ($87,235: Certificated Salaries, 1000-1999; $30,511: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **B.5**

Actions/Services	PLANNED Maintain an integrated database for foster youth in Orange County to track academic progress.	ACTUAL During the 2016-17 school year, a database for foster youth was under development. For the upcoming school year, the database will be implemented and the results will be analyzed for foster youth outcomes.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **B.5**

Actions/Services	PLANNED Provide one “Train the Trainer” for the Trauma Informed Educator video series for school districts to develop trauma informed practices.	ACTUAL One training for school district and ACCESS personnel on trauma, brain development, and its impact on learning was held in March 2017, and two additional trainings for ACCESS staff were held in June 2017.

Expenditures	BUDGETED **$10,000** **(Services/Operating Expenses, 5000-5999; Supplemental/Concentration Grants)**	ESTIMATED ACTUAL $2,400 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **B.5**

Actions/Services	PLANNED Coordinate and work with ACCESS staff to develop an education plan for ACCESS foster youth that ensures school stability, proper course of study, and appropriate transition plans as needed.	ACTUAL Foster Youth Services collaborated with ACCESS staff to establish a system to create Education Plans for ACCESS foster youth that ensure school stability, proper course of study, and appropriate transition plans for students who have been enrolled in the program for 30 days or more. This action will be further developed and implemented in the 2017-18 school year.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of this goal for ACCESS students included stakeholder surveys, collaborative meetings, parent events, increased number of co-curricular opportunities for students, and additional community and educational resources provided to families. The implementation of the actions and services for the students in our Special Schools program has resulted in improvements in communication of post-program options to families, the percentage of behavioral goals met, and parent satisfaction in the program. Site repairs and safety reports have been addressed consistently and sites remain in good repair. Foster Youth Service Plans were completed for 50% of students enrolled at Lyon School who had remained enrolled at the site for over thirty days.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	During the 2016-17 school year, there was an increased participation and engagement of parents/guardians throughout the ACCESS program as a result of more effective outreach by teachers, administrators, and Family Community Liaisons. Workshops and events for parents/guardians were targeted and based upon feedback received during meetings, thus resulting in greater attendance and an increased number of events. The number of co-curricular activities offered to students has expanded and we have seen an increase in the number of students actively participating in the programs. The actions and services provided to students in our Special Schools program were very successful with a reported 95% parent satisfaction rate, increased percentage of behavioral goals met, and an improved percentage of students with the most significant disabilities receiving post-school services. Foster Youth Services has effectively collaborated with school district liaisons, Juvenile Court, Social Services, and community partners to increase communication among stakeholders to ensure appropriate academic and student support services for foster youth.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action/Service B.1.b, budgeted $10,000 for parent information nights to include refreshments and translation services. The actual amount for 2016-17 was $1,154.23 due to administrative units' budgets covering the costs for these events. Action/Service B.2.a, budgeted $157,826 for a Grant Coordinator. The actual cost was $67,704 due to the person being hired mid-year. Action/Service B.2.a, budgeted $10,000 for community college and campus tours, including transportation. The actual cost was $1,266.37 due to administrative units' budgets covering the costs for these events. Action/Service B.2.b, budgeted $110,000 for a Program Specialist for Career Technical Education. The actual cost was $0 as the position has not been filled. Action/Service B.4.a, budgeted $118,682 for a Foster Youth Educational Liaison. The actual cost was $86,440 which was less than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In Goal B, several actions and services were combined for 2017-18 to provide clarity and reduce repetition: • 2017-18, B.1.a and B.1.b were combined into one action/service which is B.1-3 • 2017-18, B.2.a, three separate actions and services were combined into B.2-1 • 2017-18, B.4.a-B.4.b were combined into one goal in Goal B.5 Additions made to Goal B for 2017-18 are as follows: • 2017-18, B.2-14 (brochure for adult transition) • 2017-18, B.3-3 (deferred maintenance schedule and expenditures) • 2017-18, B.5-1 (transportation requirement for foster youth to fund Every Student Succeeds Act) Modifications to Goal B.1.c for 2017-18: • 2017-18, B.1-9 (initial contact with parents prior to the IEP) Modifications to Goal B.5 for 2017-18: • 2017-18, B.5-3: Based on feedback from school and Foster Youth Services staff, there was a recommendation to create a comprehensive education plan to address educational needs of youth throughout the ACCESS Program and to increase the communication and coordination of services with foster youth's stakeholders. The FYSPs for Lyon School that was included in the actions and services for 2016-17 will be included in the comprehensive Education Plan for all foster youth. The Education Plan will be created collaboratively with students, the school team, caregivers, Education Rights Holders, and partnering agencies, and be revised periodically. The goal of the Education Plan is to utilize cross-system collaboration among stakeholders to provide foster youth access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs upon completion of high school. This action/service will become be modified for 2017-18 to change from an Educational Progress Report to an Education Plan for Foster Youth tied to college and career readiness as well as transition to post-secondary programs. Deletions to Goal B for 2017-18 that were listed in last year's LCAP for actions/services in 2017-18: • 2017-18, B.2.a. for 2017-18, the action/service to fund a Grant Coordinator is deleted due to other funding source. • 2017-18, B.5: Until a statewide tracking system is in place to accurately track school stability for foster youth, this action and service will be removed.

Goal C.1.a

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

C.1.a: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.

(LEA-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Improve participation rate on California Assessment of Student Performance and Progress (CAASPP) Assessments by 1% from previous year; 64.5% of EL students will advance at least one level on the California English Language Development Test (CELDT); Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2017; Students will have appropriately assigned teachers in the core subjects; Using data from the Equitable Distribution Monitoring System (EDMS), the overall Highly Qualified Teacher (HQT) status of teachers will improve by 1% from the previous year. (Advanced Placement (AP) and Early Assessment Program (EAP) pass rates are not applicable due to very few or no students taking these assessments.)

ACTUAL

The baseline for CAASPP participation varied between 33-58%. The improvement participation rate will be evaluated once this data is available after June 2017. The percentage of students advancing one level on the CELDT declined to 62% from the prior year due to students entering the program with greater academic deficiencies.

The previous graduation rate was 83.5% and increased this year to 84.76%. Therefore, the target was met, and efforts will continue to increase the graduation rate during 2017-18.

The 2016-2017 school year was designated as a transition year pending the submission/approval of California's Every Student Succeeds Act (ESSA) State Plan which will describe the State's implementation of standards, assessments, accountability, and assistance programs. The California Department of Education determined that ESSA provides for teachers to be assigned solely based on state licensure requirements; therefore, no additional data collection was needed for 2016-2017. As a result, the HQT requirement was eliminated. Therefore, there is no HQT data for 2016-17.

(Advanced Placement (AP) and Early Assessment Program (EAP) pass rates are not applicable due to very few or no students taking these assessments.)

ACTIONS / SERVICES

Action **C.1.a**

	PLANNED	ACTUAL
Actions/Services	Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	ACCESS staff attended the following trainings: Close Reading, *Constructing Meaning*, Next Generation Science Standards, and Growth Mindset. Special Schools conducted trainings for instructional staff regarding the implementation of California State Standards and 21st Century skills on August 22-23, August 29-30, 2016, and March 22. 2017.
Expenditures	BUDGETED **$6,600** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $4,950 (One-Time Funds) $3,480 (Special Schools Budget) ($2,640: Certificated Salaries, 1000-1999; $330: Employee Benefits, 3000-3999; $375: Books & Supplies, 4000-4999; $135: Services/Operating Expenses/Special Schools Budget; $4,950: Services/Operating Expenses/One-Time Funds, 5000-5999)

ACTIONS / SERVICES

Action **C.1.a**

	PLANNED	ACTUAL
Actions/Services	Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	Human Resources monitored teacher assignments throughout 2016-17, and 100% of teachers are appropriately placed.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **C.1.a**

	PLANNED	ACTUAL
Actions/Services	Continue offering tutoring for identified students.	Tutoring of students occurred at 25 sites with 19 tutors employed. These tutors provided approximately 260 hours of academic support per week.

Expenditures	BUDGETED **$125,000 (Title I Funds)** **($250,250: Classified Salaries, 2000-2999; $24,750: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $344,078 $133,021 (Title I Funds) $211,057 (LCAP Funds) ($189,604: Classified Salaries/LCAP; $74,473: Classified Salaries/Title I, 2000-2999; $21,453: Employee Benefits/LCAP; $58,548: Employee Benefits/Title I, 3000-3999)

ACTIONS / SERVICES

Action **C.1.a**

Actions/Services	PLANNED Continue current English Language Development Assistants (ELDA) model in AUs 101 and 110. Clarify the ELDA role serving AUs 103, 104, and 114 to primarily support language acquisition of ELs with Levels 1 and 2 in a tutor-like service model.	ACTUAL Due to the change in the position becoming a permanent position, the HR hiring process took longer than expected; 14 ELDAs were hired to serve AUs 101, 103, 104, and 110.
Expenditures	BUDGETED **$186,564** **($159,935: Certificated Salaries; $26,629, Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $268,157 ($241,415: Classified Salaries, 2000-2999; $26,742: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **C.1.a**

Actions/Services	PLANNED Continue to write designated ELD curriculum for Long-Term ELs every two months. Two Program Specialists for EL Services will provide classroom-based teacher support to all AUs in the areas of designated and integrated ELD.	ACTUAL One Program Specialist resigned, another was reassigned to support a different program, and one new Program Specialist was hired. ELD curriculum was written and provided to staff. The Manager, Program Specialist, and an EL TOSA provide classroom-based support regularly.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **C.1.a**

	PLANNED	ACTUAL
Actions/Services	Teachers continue to support one another in lesson planning, observations, and structured collaborative conversations. In 2016-17, Constructing Meaning (CM) lesson planning tools, strategies, and continuous improvement model are embedded across all content areas and throughout all AUs (full implementation).	Based on Title III observations, implementation of Part 1 of ELD standards is progressing. A newly hired TOSA for EL Services was hired in April 2017 to further support the effort to ensure full implementation of Parts 1 and 2 of the ELD standards.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$0**	$39,457.53 ($22,929: Certificated Salaries/Title I Funds; $6,053.64: Certificated Salaries/LCFF Funds; $8,335.60: Employee Benefits/Title I Funds; $2,139.29: Employee Benefits/LCFF Funds)

ACTIONS / SERVICES

Action **C.1.a**

	PLANNED	ACTUAL
Actions/Services	Continue annual staff development training for certificated and classified staff in strategies for special education/EL students.	On July 14, 2016 and January 12, 2017 trainings were held for Special Schools staff on the topic of language differences versus language disabilities.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$2,500 (Materials)** **(Books & Supplies, 4000-4999)**	$800 (Special Schools Budget) ($660: Books & Supplies, 4000-4999; $140: Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **C.1.a**

	PLANNED	ACTUAL
Actions/Services	Continue to purchase the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Train certificated and classified staff on the use of this data management system to identify ELs and R-FEP students.	EADMS software licenses were purchased to track EL academic data. Trainings were held throughout the school year to demonstrate the use and types of data available to teachers.

Expenditures	BUDGETED **$13,000 (Includes Training)** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $16,274 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **C.1.a**

Actions/Services	PLANNED Purchase Social Science curriculum and train staff to implement the curriculum materials for Social Science for usage across ACCESS.	ACTUAL Social Science curriculum was purchased for the Social Science Committee members to pilot. The feedback has been positive. The complete Social Science adoption purchase order will occur by June 2017. The training of teachers for this curriculum will commence in September 2017.
Expenditures	BUDGETED **$500,000** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $519,085 (One-Time Funds)

ACTIONS / SERVICES

Action **C.1.a**

Actions/Services	PLANNED Begin selecting Science materials to pilot throughout the school year among the Science curriculum members and teacher volunteers.	ACTUAL The Science Committee has begun to review materials and full implementation is not expected until 2018-19 due to the new standards being released at that time.
Expenditures	BUDGETED **$50,000** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $0 (Expense will be carried over to 2017-18)

ACTIONS / SERVICES

Action **C.1.a**

Actions/Services	PLANNED Administrators continue to assess teachers implementing California State Standards strategies that utilize technology, and share best practices based on an examination of data from the observation tool.	ACTUAL 102 observation tool data sheets were completed by administrators during 2016-17. This is a significant increase from the previous year and can be attributed to greater familiarity with the tool and improved communication.

Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **C.1.a**

Actions/Services	PLANNED Continue to revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.	ACTUAL English Language Arts course agreement has been revised and updated to reflect increased rigor and alignment with the adopted ELA curriculum.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

Goal C.1.b

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

C.1.b: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.

(D/HH and Special Schools-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the number of college/career placements and student transitions to adult transition programs for D/HH students by 1% from the previous year's graduating class.	In 2016-17, out of the 13 possible high school senior placements, five students transitioned to the California State School for the Deaf, Riverside, CTE Program; one student transitioned to the Orange Coast College Adult Transition Program; and, seven students graduated with diplomas and transitioned to community colleges or vocational school programs. Thus, this goal was met at 100%.

ACTIONS / SERVICES

Action **C.1.b**

	PLANNED	ACTUAL
Actions/Services	Administrators to conduct review of ULS instruction delivery by teachers and support staff.	ULS instruction tool was reviewed by staff and found to be effective, and the tool will continue to be utilized in the Special Schools program.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$0**	$0

ACTIONS / SERVICES

Action **C.1.b**

	PLANNED	ACTUAL
Actions/Services	Continue to provide annual professional development for certificated and classified staff on California State Standards implementation for students with the most significant disabilities.	Special Schools conducted trainings for instructional staff regarding the implementation of California State Standards and 21st Century skills on August 22-23, August 29-30, 2016, and March 22. 2017.
Expenditures	BUDGETED **$0 (Included in Staff Salaries)**	ESTIMATED ACTUAL $0 (Included in staff salaries and trainings listed above for Special Schools)

ACTIONS / SERVICES

Action **C.1.b**

	PLANNED	ACTUAL
Actions/Services	Continue to provide teachers, administrators, and ancillary staff professional development of implementation of California ELD standards for students with the most significant disabilities.	On July 14, 2016 and January 12, 2017 trainings were held for Special Schools staff on the topic of language differences versus language disabilities.
Expenditures	BUDGETED **$0 (Included in Staff Salaries)**	ESTIMATED ACTUAL $0 (Included in staff salaries and trainings listed above for Special Schools)

Goal C.1.c

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

C.1.c: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.

(LEA-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the number of student assignments incorporating Project-Based Learning (PBL), or hands-on learning applicable for Special Schools' students, by an additional one assignment per semester.	Project-Based Learning assignments were incorporated into the University California, Irvine History Project. Teachers on Special Assignment (TOSA) developed integrated companion units focused on PBL, and these units were shared with teachers via curriculum resource websites.

ACTIONS / SERVICES

Action **C.1.c**

	PLANNED	ACTUAL
Actions/Services	Continue development, communication, and scheduled staff workshops, meetings, and events that focus on PBL for ACCESS and hands-on learning for Special Schools populations.	Teacher Focus Groups were held in January and February 2017 to communicate and receive feedback on newly created PBL lessons that integrated the four core subjects of ELA, Math, Science, and Social Science. This feedback is being used for additional PBL/Integrated Units being developed by the TOSAs. Special Schools has continued to integrate additional hands-on learning opportunities for students through iTouch devices.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **C.1.c**

	PLANNED	ACTUAL
Actions/Services	Continue to provide examples on the ACCESS Resource website of PBL assignments that teachers can incorporate in the core content.	The ACCESS Resource website includes a tab that lists PBL assignments and resources for teachers to use in classrooms. Hyperlinks are also provided that connect teachers to the PBL/Integrated units designed by TOSAs.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **C.1.c**

	PLANNED	ACTUAL
Actions/Services	Expand teacher use of PBL assignments in the classroom with the goal of one PBL assignment per quarter.	Four PBL assignments using an integrated unit approach have been designed by TOSAs for teacher use.
Expenditures	BUDGETED **$2,500 (Materials/Supplies for PBL Assignments)** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $20,000 (UCI History Project Cost) (Paid out of LCFF)

ACTIONS / SERVICES

Action **C.1.c**

	PLANNED	ACTUAL
Actions/Services	Design and implement MakerSpace labs in AUs 108 and 114, and provide workshop ideas to teachers on the ACCESS Resources website.	AU 108 has purchased materials and equipment for MakerSpace lab and students have begun to utilize the space and materials to create projects. AU 114 is in the design stages and materials and equipment are in the purchasing process.
Expenditures	BUDGETED **$40,000** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $25,567 ($13,414: Books & Supplies, 4000-4999; $12,153: One-Time Funds)

Goal C.1.d

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

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 and sufficient standards-aligned instructional materials.

(ACCESS-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Improve student assessment results on CAASPP Assessments by 1% from the previous year; improve CELDT results to 63.5%, and graduation rate to 83.5% for ACCESS Community School students.	The 2015-16 school year established the baseline for CAASPP participation and percentage of students having met or exceeded standards. The 2016-17 CAASPP assessment is in progress and the results will not be available until the fall of 2017. The participation rate for 2015-16 varied between 34% to 58% between the three CDS codes, and the standards exceeded or met percentage varied between 3% to 36% between the three CDS codes. The most recent data for English Learners who made progress toward English proficiency was 62%. This data was for the 2015-16 school year; data for the 2016-17 school will become available in the summer of 2017. The goal of 63.5% of EL students advancing one level was not met and additional EL support services have been added via an EL TOSA to work with administrators to more effectively implement EL initiatives. The 2016-17 graduation rate will be calculated at the end of the school year. The ACCESS Community School graduation rate for 2015-16 was 84.76%. The targeted goal for an increase in graduation rates was met and efforts will be made to continue this increase for the following school year.

ACTIONS / SERVICES

Action **C.1.d**

	PLANNED	ACTUAL
Actions/Services	Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.	This action and service has not been implemented for 2016-17. Planning is in place to provide this professional development opportunity in 2017-18.
Expenditures	BUDGETED **$5,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $0 (Training not provided in 2016-17)

ACTIONS / SERVICES

Action **C.1.d**

	PLANNED	ACTUAL
Actions/Services	Implement designated ELD using Monthly English Language Development (MELD) and other appropriate resources. Implement integrated ELD using Constructing Meaning (CM) lesson-planning principles, materials, strategies, and use of data to better support ELs.	MELD curriculum was distributed to staff every two months. ELDAs have continued to provide student support in the implementation of designated and integrated ELD. The implementation of ELD using CM lesson-planning principles, materials and strategies continued throughout the AUs.
Expenditures	BUDGETED **$3,000 (Printing Costs)** **(Services/Operating Expenses, 5000-5999; Supplemental/Concentration Grants)**	ESTIMATED ACTUAL $1,596 (Printing Costs, Title III Funds)

Goal C.1.e

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

C.1.e: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.

(ACCESS-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Expand and improve EL instruction to meet the goal above of 63.5% of EL students advancing at least one level on the CELDT.	14 ELDAs were hired to support EL instruction throughout the AUs. MELD curriculum continued to be distributed every two months to support the designated ELD standards. The percentage of EL students who advanced one level on the CELDT decreased to 62%. EL students are entering the program with greater academic deficits and additional supports will be provided for 2017-18.

ACTIONS / SERVICES

Action **C.1.e**

	PLANNED	ACTUAL
Actions/Services	Continue to revise ELD materials every two months based on staff input.	ELD materials have been reviewed and revised every two months by English Language Services.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$10,000 (Books & Supplies, 4000-4999; Supplemental/Concentration Grants)**	(Printing Costs, Title III Funds, included in C.1.d, p. 52)

ACTIONS / SERVICES

Action **C.1.e**

	PLANNED	ACTUAL
Actions/Services	Continue to provide bi-monthly staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD.	Staff development and collaborative dialogue with staff took place on an as-needed basis, along with ongoing classroom demonstrations and observations.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$7,000 (Materials)** **(Books & Supplies, 4000-4999; Supplemental/Concentration Grants)**	$6,864 (Title III funds)

Goal C.1.f

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

C.1.f: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.

(Special Schools-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
80% of IEP goals met for students with the most significant disabilities.	This action/service was met at 84% of IEP goals met for students with the most significant disabilities. This equates to 687 IEP goals met out of a possible 820.

ACTIONS / SERVICES

Action **C.1.f**

	PLANNED	ACTUAL
Actions/Services	Continue to provide specialized training for Special Schools certificated and classified staff to increase staff utilization of ULS, as well as train staff on the use of web-based SANDI.	Specialized training for SANDI and ULS was provided for current staff on August 29-30, 2016 and for new teachers on March 22, 2017. TOSAs provide individualized consultation to teachers throughout the year.
Expenditures	BUDGETED **$0** **(Trainings held on non-instructional days.)**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **C.1.f**

	PLANNED	ACTUAL
Actions/Services	Continue to provide in-service training in Pro-ACT, along with training manuals, for all new teachers and paraeducators and staff recommended for re-training by site administrators.	Five 2-day sessions were held between July 2016 and March 2017, with 17 staff members trained.
Expenditures	BUDGETED **$10,051 (Substitute Teachers and Substitute Paraeducators) ($5,418: Certificated Salaries, 1000-1999; $3,375: Classified Salaries, 2000-2999; $1,258: Employee Benefits, 3000-3999; $800, Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $8,447 (Special Schools Budget) ($4,482: Certificated Salaries, 1000-1999; $2,822: Classified Salaries, 2000-2999; $1,079: Employee Benefits, 3000-3999; $64: Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **C.1.f**

	PLANNED	ACTUAL
Actions/Services	Establish a baseline in 2016-17 regarding the number of overall behavioral annual goals met in students' IEPs.	A baseline of 79% of overall behavioral annual goals met in student IEPs was established for 2016-17.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

Goal C.2

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

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.

(LEA-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	ACCESS students are taught by highly qualified teachers who have received professional development targeting the new ELA materials, CM strategies, CAASPP assessments, and support provided by the newly hired TOSAs. Similarly, Special Schools' students are taught by highly qualified teachers who have received professional development targeting content standards, behavioral interventions, and Assistive Technology/Alternative Augmentative Communication Certification (AT/ACC).

ACTIONS / SERVICES

Action **C.2**

	PLANNED	ACTUAL
Actions/Services	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.	Professional development to support the implementation of the newly adopted English Language Arts curriculum, Collections Series, was attended by all instructional staff in the fall of 2016. TOSAs have been hired to provide coaching and support to teachers to improve instruction.
Expenditures	BUDGETED **$48,912,489** **($37,060,412: Certificated Salaries, 1000-1999; $11,852,077, Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $49,025,048 $37,192,657: Certificated Instructional Salaries, 1000-1999; $11,832,391, Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **C.2**

	PLANNED	ACTUAL
Actions/Services	Continue to ensure high-quality academic and clinical support services for all students.	Increased clinical support was provided in 2016-17 through the hiring of one additional clinician.
Expenditures	BUDGETED **$3,839,460** **($2,849,462: Certificated Salaries, 1000-1999; $989,998, Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $4,057,140 $2,998,079: Certificated Pupil Support Salaries, 1000-1999; $1,059,061, Employee Benefits, 3000-3999

ACTIONS / SERVICES

Action **C.2**

	PLANNED	ACTUAL
Actions/Services	Continue to provide classroom and individual instructional support to assist students to achieve academic success.	High quality staff are retained due to assignment options, salary, benefits, and the desire to work with a specialized population. Professional development opportunities and small learning environments add to the retention and quality of support provided to students. Academic Support Assistants were hired to provide academic support to students.
Expenditures	BUDGETED **$19,245,270** **($13,156,903: Classified Salaries, 2000-2999; $6,088,367, Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $18,624,409 $12,473,464:Classified Support Service Salaries, 2000-2999; $6,150,945 Employee Benefits, 3000-3999

ACTIONS / SERVICES

Action **C.2**

	PLANNED	ACTUAL
Actions/Services	Continue to offer a Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.	The 2016-2017 school year was designated as a transition year pending the submission/approval of California's Every Student Succeeds Act (ESSA) State Plan which will describe the State's implementation of standards, assessments, accountability, and assistance programs. The California Department of Education determined that ESSA provides for

		teachers to be assigned solely based on state licensure requirements; therefore, no additional data collection was needed for 2016-2017. As a result of the elimination of the HQT requirement, the Verification Process for Special Settings (VPSS) was not needed by ACCESS staff for the transition year; however, a teacher may continue to pursue completion of VPSS courses for professional development.
Expenditures	BUDGETED **$10,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $0 (Due to transition year and no teacher participation)

Goal C.3

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

C.3: Expand instructional and behavioral interventions and support services to address behavioral and instructional needs.

(LEA-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Achieve Community School attendance rate of 75% and lower overall dropout rate to 6.8%; Maintain a 70% achievement of independence rate as indicated within IEPs for students with severe disabilities; Establish a baseline of the number of behavioral goals met for students in Special Schools.	As of month 9, the Community School attendance rate is 73%. The final attendance rate will be available at the close of the final yearly revision at the end of July 2017. As students enter the program with greater academic deficits and more challenging school attendance issues, more attention to improved attendance will be a strategic priority for 2017-18. The countywide dropout rate for 2015-16 was reduced to 5.4%. During 2016-17, an 84% achievement of independence rate, as indicated within IEPs for students with severe disabilities, was achieved. The baseline percentage of behavioral goals met for students in Special Schools was 79% for 2016-17.

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	The position of Principal for Special Projects and Services continues to be on hold and will be evaluated at the end of the school year.	The Principal for Special Projects and Services remained on hold during the 2016-17 school year and will not be a budgeted position for 2017-18.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Evaluate the effectiveness of our outreach and truancy response efforts through ongoing data collection. Maintain the funding of the one Truancy and Recovery Technician hired in 2015-16 to support AUs 103 and 104, and determine the need for additional staffing in other AUs.	One Truancy Response and Recovery Technician continued to provide services during part of 2016-17 in support of AUs 103 and 104. The staff member was on leave and later transitioned into another department and the position remains vacant. The effectiveness of the outreach and truancy response efforts was negatively impacted due to this temporary leave and subsequent vacancy. During the 2017-18 school year, a strategic plan will be developed to target student attendance, truancy, and chronic absenteeism, and the Truancy Response and Recovery Technician position will be reevaluated.
Expenditures	BUDGETED **$125,733 (Based on two/currently only one has been hired) ($94,300, Classified Salaries, 2000-2999; $31,433, Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $66,752 ($46,465: Classified Salaries, 2000-2999; $20,287: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Continue Pro-ACT training for remaining staff and recertify one trainer.	The certification of one trainer was completed at the start of the 2016-17 school year. Five Pro-ACT trainings were held in September, October, and November 2016, as well as January and March 2017, with an additional training scheduled for May 2017. Approximately 20-25

		ACCESS staff members attended each training.
Expenditures	BUDGETED **$5,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $1,682 ($1,027: Books & Supplies, 4000-4999; $655: Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **C.3**

Actions/Services	PLANNED Provide a refresher training for certificated staff who participated in Why Try, a system of strategies and practices targeting classroom management to improve student behavior in 2014-15.	ACTUAL A refresher training for staff was not conducted during the 2016-17 school year due to the lack of staff interest in this training. Why Try training will remain on hold as other classroom management strategies are being researched and piloted. The licenses for the Why Try software were renewed during 2016-17.
Expenditures	BUDGETED **$3,000** **(Books & Supplies, 4000-4999)**	ESTIMATED ACTUAL $1,485 (Licenses) (Books & Supplies, 4000-4999)

ACTIONS / SERVICES

Action **C.3**

Actions/Services	PLANNED Continue to offer GradPoint Online Learning Solution.	ACTUAL Ten GradPoint trainings were held from July 2016 through January 2017, with additional trainings scheduled in May 2017. There have been 515 unduplicated students currently enrolled in GradPoint classes as of March 1, 2017. This action/service for 2017-18 and ongoing will be included in Goal A.2-2.
Expenditures	BUDGETED **(Costs for GradPoint reflected in Goal A.2.)**	ESTIMATED ACTUAL (Costs for GradPoint reflected in Goal A.2.)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Maintain four ACCESS Community School Clinicians and maintain current intern/clinician ratio.	Four ACCESS Community School Clinicians were funded by LCAP during 2016-17, with 11 additional interns assigned to the Clinicians to supervise and to serve students at Community School sites.
Expenditures	BUDGETED **$307,554** **($206,061: Certificated Salaries, 1000-1999; $101,493: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $439,792 ($298,127: Classified Salaries, 2000-2999; $141,665: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Provide funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.	Four College and Career Counselors were funded by LCAP to provide services to prepare students for post-secondary pathways.
Expenditures	BUDGETED **$440,000** **($299,200: Certificated Salaries, 1000-1999; $140,800: Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $437,286 ($313,826: Certificated Salaries, 1000-1999; $123,460: Employee Benefits, 3000-3999)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Maintain ongoing case management of homeless students and families.	The ACCESS Homeless Liaison continues to maintain an active case load of homeless students and families, providing linkage to community resources, as well as resources provided through the ACCESS program. This person collaborates with other Family Community Liaisons to ensure services and resources reach the families.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $297,554 (Title I Funds) (Includes salary of ACCESS Homeless Liaison and 20% of the salaries of seven Family Community Liaisons)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	On an annual basis, continue to provide Pro-ACT trainings and ULS trainings, SANDI trainings, IEP goal alignment and writing, and Assistive Technology/Alternative Augmentative Communication (AT/AAC) trainings.	All trainings for Pro-ACT, ULS, SANDI, AT/AAC, and IEP goal alignment and writing were completed between July 2016 and March 2017. There were a total of 23 trainings held for staff during 2016-17.
Expenditures	BUDGETED **$10,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $8,447 (Special Schools Budget) (Cost included in C.1.f)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Continue providing bus passes for qualifying students to increase and support school attendance and student achievement.	Each Administrative Unit was provided bus passes to assist qualifying students with transportation to school.
Expenditures	BUDGETED **$15,000** **(Services/Operating Expenses, 5000-5999; Supplemental/Concentration Grants)**	ESTIMATED ACTUAL $15,000 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Continue providing bus passes for students with transportation challenges to increase and support school attendance and student achievement.	Each AU was provided bus passes to assist students with transportation challenges to school in order to increase school attendance and achievement.
Expenditures	BUDGETED **$25,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $25,000 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Provide bus passes for homeless students to increase and support school attendance and student achievement.	To assist homeless students with transportation to and from school, bus passes were provided.
Expenditures	BUDGETED **$8,500** **(Services/Operating Expenses, 5000-5999; McKinney-Vento Funds)**	ESTIMATED ACTUAL $17,534 – McKinney-Vento Funds (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	Basic school supplies were replenished and delivered to the AUs in March and April 2017.
Expenditures	BUDGETED **$10,000** **(Books & Supplies, 4000-4999; Supplemental/Concentration Grants)**	ESTIMATED ACTUAL $9,513.17 (Books & Supplies, 4000-4999; Supplemental/Concentration Grants)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Train new ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.	Training for ACCESS staff regarding the use of *2-1-1 Orange County* was provided in May 2017.
Expenditures	BUDGETED **$0**	ESTIMATED ACTUAL $0

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Continue providing a fund for test-taking expenses, college application fees, and course materials needed for concurrently enrolled students. Explore additional scholarship opportunities, including assistance with the application process.	The availability of this fund has been communicated to administrators and staff. Only one student has applied for assistance to cover fees. Five students have been awarded scholarship through the PHFE foundation.
Expenditures	BUDGETED **$5,000** **(Services/Operating Expenses, 5000-5999; Supplemental/Concentration Grants)**	ESTIMATED ACTUAL $75 (HiSET Test Fee) (Books & Supplies, 4000-4999)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Communicate workshop and training opportunities to AU administrators to share with certificated and classified staff in order to address the unique needs of low-income students.	Workshop information was communicated and shared with staff via email and flyers. To date, 15 staff members have attended trainings.
Expenditures	BUDGETED **$5,000 (Funds to be allocated for identified trainings)** **(Services/Operating Expenses, 5000-5999; Supplemental/Concentration Grants)**	ESTIMATED ACTUAL $5,325 $2,325 – LCAP Funds $3,000 – Title I Funds (Services/Operating Expenses, 5000-5999; Supplemental/Concentration Grants)

ACTIONS / SERVICES

Action **C.3**

	PLANNED	ACTUAL
Actions/Services	Pilot the implementation of a college course, Counseling 100, at Rio Contiguo School through a partnership with Fullerton College. The Counseling 101 class will be offered five times during the 2016-17 school year.	A contract has been submitted to Fullerton College to provide the Counseling 101 class. As of this date, this contract is still in progress with the anticipation of the class being offered during the 2017-18 school year.

Expenditures	BUDGETED **$12,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $0 (Due to contract not being finalized)

ACTIONS / SERVICES

Action **C.3**

Actions/Services	PLANNED Hire an ACCESS Community School Nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.	ACTUAL An ACCESS Community School Nurse recruitment occurred in the fall of 2016. Interviews took place, a candidate was selected, and the position begins July 1, 2017.
Expenditures	BUDGETED **$110,000** **($89,100, Certificated Salaries, 1000-1999; $20,900, Employee Benefits, 3000-3999)**	ESTIMATED ACTUAL $0 (This action and service will be included in 2017-18)

Goal C.4

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

C.4: Develop a school Progressive Discipline Plan.

(ACCESS-wide)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.)	The prior year suspension rate was .9%. The current suspension rate decreased to .7%. The outcome of reducing suspensions has been met for the previous two years. Continued efforts will be made to maintain this progress. (Expulsion rates do not apply as we do not expel students.)

ACTIONS / SERVICES

Action **C.4**

	PLANNED	ACTUAL
Actions/Services	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 incorporated the Progressive Intervention Plan as part of the overall MTSS program. Improvement of school climate and reduction of behavior referrals are the targeted goals of MTSS. Going forward, these interventions will include the implementation of positive behavior intervention supports across ACCESS, as well as address alternatives to suspensions with classroom management strategies and restorative practices.
Expenditures	BUDGETED **$1,200** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $931.20 (Services/Operating Expenses, 5000-5999)

ACTIONS / SERVICES

Action **C.4**

	PLANNED	ACTUAL
Actions/Services	Provide Restorative Justice training to administrators, teachers, and staff, and begin to implement Restorative Justice practices at school sites.	In January 2017, 80 staff members were trained in a two-day Restorative Justice training. In August 2017, 80 additional staff members will be trained. The goal is to have all remaining staff complete training during the 2017-18 school year.
Expenditures	BUDGETED **$5,000** **(Services/Operating Expenses, 5000-5999)**	ESTIMATED ACTUAL $7,400 (Services/Operating Expenses, 5000-5999)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	To implement the goal of preparing ACCESS students for success in college, career, and life, the following resources and services are offered to staff and/or students: professional development, tutoring, newly adopted curriculum, support and coaching by TOSAs, support to English Learners through curriculum development and the hiring of Academic Support Assistants, as well as student support services that include clinicians, hiring of a school nurse, provision of bus passes, and the beginning stages of implementing of restorative justice. In preparing students in our Special Schools program to be college, career, and life ready, the implementation of our goals and actions has been successful. This success is seen in ongoing professional development, improved use of assessment software (SANDI), and enhanced data-driven decision-making.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The LEA has been successful in reducing suspension rates as well as increasing graduation rates in the ACCESS program. Based on the data that students enter our program with fewer credits, poor attendance, and significant gaps in their learning, the improvements in student achievement is a reflection of the successful efforts by staff to implement the actions and services in this LCAP. Instruction for students in our Special Schools program had greater alignment with California state standards due to ongoing professional development. More effective tracking of the IEP process and the behavioral goals within the IEP has shown improvement in the percentage of goals met. As a result, parent surveys indicated improved satisfaction with their child's educational program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action/Service C.1.a, budgeted $186,564 for continuing funding for English Language Development Assistants. The actual cost was $268,157 due to an increased number of ELDAs being hired. Action/Service C.1.a, budgeted $0 for continued support in lesson planning, observation, and collaboration to fully implement *Constructing Meaning*. The actual LCAP cost was $8,192.93 to fill an EL Teacher on Special Assignment position. Action/Service C.1.a, budgeted $50,000 for piloting science materials. The actual cost was $0 due to materials to be piloted not yet selected. Action/Service C.1.c, budgeted $2,500 to expand the use of PBL assignments. The actual cost was $20,000 due to a contract with the UCI History Project to assist in the development of these assignments. Action/Service C.1.d, budgeted $5,000 to incorporate writing strategies into professional development. The actual cost was $0 as training was not provided during 2016-17. Action/Service C.1.e, budgeted $10,000 to revise ELD materials every two months. The actual cost was $1,596 for printing expenses; other instructional materials were not purchased with LCAP funds.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures (continued).	Action/Service C.3, budgeted $125,733 for funding the Truancy and Recovery Technician. The actual cost was $66,753 due to the employee transferring to another position and the position not being filled. Action/Service C.3, budgeted $307,554 for maintaining four Community School Clinicians. The actual cost was $437,287. This increase is a result of increased salary costs and benefits. Action/Service C.3, budgeted $5,000 for student test-taking expenses and college application fees. The actual cost was $75 due to one student requesting assistance. Action/Service C.3, budgeted $12,000 for implementing a College Counseling course at Rio Contiguo school. The actual cost was $0 due to the contract not being finalized during the 2016-17 school year. Action/Service C.3, budgeted $110,000 for funding an ACCESS Community School Nurse. The actual cost was $0 as the start date of this position is July 1, 2017.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In Goal C, actions and services were combined in 2017-18 to provide clarity and reduce repetition: • 2017-18, C.1-5: Actions/services regarding ELD curriculum were combined from actions/services in 2016-17 C.1.a and C.1.b • 2017-18, C.1-7: Actions/services regarding observation tool, Peek at Instruction, and fidelity of implementation of newly adopted curriculum were combined from actions/services in 2016-17 C.1.a • 2017-18, C.1-9: Actions/services regarding curriculum for Social Science and Science were combined from actions/services in 2016-17 C.1.a • 2017-18, C.1.10: Actions/services regarding PBL assignments and teacher use of PBL assignments were combined from actions/services in 2016-17 C.1.c • 2017-18, C.2-2: Actions/services regarding Special Schools staff development for California State Standards and California ELD Standards were combined from actions/services in 2016-17 C.1.b • 2017-18, C.4-7: Three actions and services regarding bus passes found in 2016-17 C.3 were combined to address the need for student transportation • 2017-18, C.4-10: Actions/services regarding training for *2-1-1 Orange County* and workshops and trainings addressing the needs of low-income students were combined from actions/services in 2016-17 C.3 Modifications to Goal C for 2017-18: • 2017-18, C.1.8: Expand usage of EADMS and train staff to more effectively monitor EL data • 2017-18, C.1-10: TOSAs were assigned to develop PBL and integrated units to increase the rigor of student assignments • 2017-18, C.1-14 : Hiring an EL TOSA to provide additional support for the implementation of designated and integrated ELD • 2017-18, C.2-4: Add SEACO Access Guide and ST Math to the training for Special Schools staff • 2017-18, C.2-5: Behavior management training for Special Schools staff changed from Pro-ACT to Behavior Analysis for Successfully Initiating Change (BASIC) Modifications to Expected Annual Measurable Outcomes to Goal C.4: • 2017-18, Metric: The IEP goals being tracked are now based on the measurement of the goal being met at “substantial progress or better” Deletions made to Goal C for 2017-18 include: • In Goal C.2, offering classes for the Verification Process for Special Settings for teachers to become highly qualified was deleted. This deletion is a result of 2016-17 and 2017-18 being transition years and no requirement for additional data collection to verify the Highly Qualified Teacher (HQT) requirement. • In Goal C.3, the action and service to fund the Truancy Response Technician who was transferred to another position was not filled. This position is not budgeted in 2017-18 and is not included as an action and service. Strategic planning in 2017-18 will occur to best address our truancy efforts for the forthcoming school year. • In Goal C.3, the action and service to continue to offer GradPoint Learning Solution for 2017-18 and ongoing will be included in Goal A.2-2. • In Goal C.3, the action and service for the Why Try program will be on hold and not an action and service for 2017-18 while other classroom management support systems are being researched and piloted.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

Below outlines the process with each stakeholder:

OCDE

- The OCDE LCAP team met with a representative of the California Department of Education in January 2017 to discuss the prior year's Plan, outline next steps, review changes to the template, and highlight strengths and areas of improvement of the LCAP.
- Staff from OCDE's Instructional Services and Business Services divisions reviewed OCDE's 2016-17 LCAP to offer support for increased clarity, greater stakeholder engagement, and future alignment between the LCAP and OCDE's strategic priorities.
- The 2016-17 LCAP document is made available for review online at the OCDE website and a link was emailed to all staff. The 2017-18 LCAP document will be made available following approval by the California Department of Education.

ACCESS

- LCAP was discussed at monthly ACCESS Leadership Team Meetings throughout the school year.
- Updates regarding LCAP measures were submitted in the months of November and March by those responsible for each goal and action item.
- An LCAP Steering Committee met regularly to incorporate the input, suggestions, and recommendations received from stakeholders.
- The ACCESS LCAP Steering Committee met with representatives from Information Technology, Title I, Foster Youth Services, English Learner Services, Special Education Services, and Safe Schools to ensure the LCAP actions and services address the needs of these special populations.
- The ACCESS Leadership Team reviewed each section of the LCAP document and offered edits and additions.
- Electronic surveys were sent to teachers, paraeducators, non-instructional staff, and administrators for input regarding classroom use of technology, school climate, improvement implementation of professional development, and evidence of the actions and services outlined within the LCAP for 2016-17.
- In March and April 2017, each Administrative Unit (AU) Principal received posters outlining the proposed LCAP actions and services for 2017-18 to share with staff and gather input during staff meetings.

Special Schools

- A technology survey provided input from teachers and staff to evaluate and prioritize program needs.
- Teachers and ancillary staff receive updates and provide input on implementation of LCAP goals at quarterly meetings.
- Ongoing review of LCAP and the Special Schools Strategic Plan priorities during staff and administration meetings is conducted to ensure alignment and effectiveness of initiatives.

Parents/Guardians and Families of OCDE Students

- The first LCAP General Parent Advisory Committee (GPAC) meeting of 2016-17 school year was held on November 17, 2016 at the centrally-located Harbor Learning Center during the evening to accommodate working parents/guardians.

- Participants then met in small groups to provide input on OCDE's three main Identified Needs: A) Effective use of technology for teaching and learning to promote 21st Century skills; B) Enhanced collaboration and partnerships among stakeholders; and C) Students prepared to be college, career, and life-ready. Group leaders then shared their ideas and suggestions with the larger group.
- At this meeting, as well as all subsequent evening meetings, dinner was served to accommodate parents'/guardians' busy schedules. Interpretation in Spanish was provided, and children's activities were organized to allow parents/guardians to participate in the meeting more easily.
- The second LCAP GPAC meeting was held on April 17, 2017, also at Harbor Learning Center. Stakeholders from ACCESS regions serving school districts Newport-Mesa, Santa Ana Unified, Garden Grove Unified, and Huntington Beach Unified attended the meeting. Rick Martin provided an update on the LCAP process, and emphasized the important role of parent/guardian input.
- During the second part of the meeting, stakeholders participated in a gallery walk around the library to read and comment on LCAP goals for the 2017-18 school year. In small groups led by a bilingual Family Community Liaison, the stakeholders wrote their ideas and suggestions on posters displayed around the room. The small groups then reported back to the larger group.
- The third GPAC meeting was held on April 26, 2017, at Pacific Coast High School in Tustin, during the school day. However, because no parents were in attendance at this meeting, ACCESS administrators utilized the meeting time to strategize more effective approaches for future outreach, such as forming a committee of PCHS parents to meet throughout the school year to advise the school on LCAP expenditures.
- The final GPAC meeting was held at Century Day School in Garden Grove. This meeting featured a presentation on "Guiding Your Child to College," presented by Omar Guillen, Coordinator, Office of English Language Development and Multi-Lingual Pathways. The presentation included information on the importance of a college education, the college systems in California, admission requirements, careers and opportunities for students in the 21st Century, and residential/legal status and college, and financial options.
- Following this presentation, highlights of the 2017-18 LCAP were discussed, and committee members were provided with the opportunity to offer additional input on the document. The committee was also informed about the upcoming Orange County Board of Education meeting in June, in preparation for participating in the public comments portion of this meeting.
- To encourage attendance, the following outreach strategies were utilized in the weeks prior to the meetings:
  - Family Community Liaisons personally contacted families to request their attendance at these important events
  - All materials were provided in English and Spanish
  - Transportation was available if requested
  - Children's activities were available during the meetings
  - School administrators made announcements about the parent meetings during the school day in ACCESS classrooms and upcoming meeting dates and flyers were shared at other parent events
- The parent LCAP survey was completed by 506 parents addressing school climate, student progress, technology, and parent involvement which are aligned to the LCAP goals, actions, and services. A copy of the survey questions and an analysis of the responses are included in Appendix H.

Stakeholders

- OCDE representatives met quarterly with the Blue Ribbon Commission, a multi-agency collaborative facilitated by Juvenile Court and tasked with ensuring services for adjudicated youth, foster and dependent youth, to share an overview of the 2017-18 LCAP and solicit input.
- In May 2017, OCDE representatives shared the 2017-18 LCAP and received input from the Orange County Children's Partnership (OCCP), a multi-agency subcommittee of the Board of Supervisors created to improve the conditions of Orange County children.
- At the quarterly Probation meetings, OCDE representatives presented an overview of the 2017-18 LCAP along with the highlights from the 2016-17 LCAP Annual Update.
- The Regional Center of Orange County, California Children's Services, Department of Social Services, County Mental Health, Department of Rehabilitation, and other agencies were invited to provide input at annual and tri-annual IEP meetings to sustain high-quality programs and services for students with disabilities.

Foster Youth Services

Foster Youth District Liaison meetings were held on the following dates to address identification of foster youth and coordination of services provided to foster youth within school districts and to strategize as they develop their Local Control Accountability Plans: September 16 and November 18, 2016; January 20, March 3, and May 19, 2017.

OCDE Students

- A survey was administered to all students during the months of March and April to gather their input regarding the quality of education, the use of technology in instruction, and school safety and climate. We received 1,092 survey responses.
- Student representatives participated in the Annual Update process through surveys and class discussions. This feedback was included as we updated the actions and services for subsequent years of the LCAP.

- Every Special Schools student, ages 16-22, provides input on their Individualized Transition Plan which outlines a plan for high school course of study, and future educational, vocational, and independent living goals.

Bargaining Units

- Regularly scheduled meetings were held throughout 2016-17.
- On May 4, 2017, a meeting with Association officers, the Assistant Superintendent of Alternative Education, and the Director of Curriculum and Learning was held to provide an overview of the proposed LCAP. The response was an overwhelming support to the goals, actions, and services presented in the document.
- Throughout the 2016-17 school year, OCDE management and representatives of Chapter 468 of the California School Employees Association (CSEA) met monthly for the purpose of addressing employee relations and staff concerns. In particular, the monthly meetings provided an opportunity for open dialogue regarding employee relations and staffing concerns stemming from LCAP implementation and support, as well as other influences. Meetings also allowed for information sharing related to ACCESS and Special Schools' enrollment and budget; and feedback, suggestions, and questions from staff.
- In addition to the management/association meetings, a collaborative approach has been maintained at the school site level, where employees from each bargaining unit are encouraged to participate in discussions to gain a greater understanding of their supportive role in implementing the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

OCDE

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

ACCESS

- The LCAP Steering Committee ensured the input and contributions of all stakeholders were represented in the document.
- Based on positive feedback from teachers and the ACCESS Leadership Team, the decision was made to purchase Social Science curriculum for the 2017-18 school year (see Action/Service C.1-9, p. 141).
- Staff overwhelmingly expressed the continued need for targeted mental health support for students and continued funding for clinicians and school counselors remain a priority (see Actions/Services C.4-3, p. 161 and C.4-4, p. 162).
- Staff surveys confirmed the positive impact the LCAP goals have on student achievement. Survey results indicate the following areas of commendations:
  - Increased number of computers at school sites and improved connectivity: 76.7%
  - Increased implementation of California State Standards: 77.4%
  - Increased parent engagement: 73.9%
  - The LCAP is having a positive impact on student outcome: 82.7%

Special Schools

- Survey results from staff resulted in additional and improved actions and services to impact the outcomes of students in the areas of technology and transition.

Parents/Guardians and Families of OCDE Students

- Parents/guardians confirmed the need for additional computer skills and coding classes for their students (see Goal A.2, p. 81).
- Parents/guardians requested increased communication through e-mail, texts, and telephone calls (see Actions/Services B.1-1, p. 92 and B.1-4, p. 95).
- Parents/guardians stated the need for more field trips, more one-on-one tutoring, and opportunities for college classes and tours (see Actions/Services B.2-2, p. 105, C.1-4, p. 136, and B.2-7, p. 110).

- Parents/guardians expressed the need for more hands-on learning activities and student projects (see Action/Service C.1-10, p. 142).
- Parents/guardians provided feedback on the current LCAP and had the opportunity to provide ideas for improved actions/services.

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

  - "I enjoy the meetings here, they are very informative."
  - "I like the sports programs; I can tell they keep students motivated, busy, and out of trouble."
  - "I'm a big supporter of this school. My son has made amazing progress and is on his way to college after his program is complete. The staff at his school have always been helpful and kind."
  - "My child has worked with many staff, tutors, transition specialists, and school liaisons that help with college, school assessments, bus passes, school supplies, and just our needs."
  - "I appreciate everything you do! We are grateful for ACCESS."
  - "Parents need access to a parent portal similar to what is used by school districts."
  - "I am thankful for all the help in and out of school to help our children make progress and keep studying so that they become better people and have a better future outside of the world of violence and drug addiction."

Stakeholders

- All LEA stakeholders acknowledged the need for increased technology usage among OCDE students and continued upgrades to the system, and the 2017-18 LCAP reflects this focus (see Goal A.2, p. 81).
- The Blue Ribbon Commission met regularly and the goals and actions of the LCAP document were reviewed. The Commission commended the services targeting foster youth and no other specific actions or services were recommended (see Goal B.5, p. 124).
- On April 20, 2017, the Orange County Children's Partnership (OCCP) was provided with an overview of the goals included in the draft 2017-18 LCAP. The committee members affirmed its goals and directions, commending Foster Youth Services for the improved outcomes of foster youth and the coordination of services within the county.
- Regional Center of Orange County continues to provide parent/guardian training workshops to equip parents/guardians with skills to support the transition needs of their children (see Action/Service B.2-10, p. 113).
- New out-of-county partnerships have been formed with several Los Angeles County school districts to provide program options to secondary and adult students with severe medical and/or physical disabilities (see Action/Service B.2-11, p. 114).

Foster Youth

- Through better identification of foster youth and the enhanced coordination of services, foster youth are receiving more targeted services individually designed to provide academic support and minimize the number of school placements. This coordination includes an improved tracking of foster youth outcomes.
- Continued representation by Foster Youth Services on behalf of foster youth in ACCESS has resulted in the improved problem solving of challenges facing foster youth. This partnership between Foster Youth Services and ACCESS is resulting in better coordination of academic and support services and fewer school transfers for foster youth.

OCDE Students

Over 1,000 student surveys were submitted in the months of March and April 2017. (See Appendix H for an overview of survey results.)

The following were comments made by students:

- "Y'all are wonderful, caring people. Thank you. You've made my learning experience better."
- "You give more kids a choice, like, kids that are brought up harsh in life and have no guidance; try to save them."
- "One thing that school can do is provide career programs to get ready for college and prepare you for what's ahead."
- "Add art classes and use more technology."
- "Most of us are trying to change. Don't treat us as we don't care because then the kids actually start to not care and it goes downhill."

Bargaining Units

OCSEA officers expressed their appreciation for the LCAP information and overview. The OCSEA president, on behalf of the members, submitted a letter in support of the Actions and Services contained within the LCAP and commended OCDE staff for their efforts to obtain and include staff feedback, as well as students and parents in the document.

CSEA Chapter 468 encourages employees to participate in site planning discussions, family nights, and similar events to facilitate an increased awareness and understanding of their contribution to the LCAP. With the successes of these approaches, it is anticipated that they will continue into the 2017-18 school year.

Public Comment Meeting

During the LCAP Public Comments portion of the June 7, 2017 Orange County Board of Education meeting, comments were provided by three parents, one ACCESS teacher representing the Orange County Schools Educators Association, and representatives from the Orange County Juvenile Court, Orange County Probation Department, and the Orange County Social Services Agency.

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

- The Presiding Judge of the Orange County Juvenile Court spoke highly of the stakeholder collaboration and engagement in Orange County being highly effective. In addition, school stability for foster youth is critical and needs to remain a focus in order to ensure student success.
- The Chief Deputy Probation Officer of the Orange County Probation Department commends the work of OCDE for maintaining families and students as being a priority in the LCAP document which ensures better academic outcomes.
- The Deputy Director of the Orange County Social Services Agency is grateful for the partnership with OCDE and Foster Youth Services. This partnership is critical in making a difference in the lives of foster youth and families.
- A member of OCSEA stated that OCSEA is in full support of the LCAP and commended the Department in providing staff with multiple opportunities for input and recognized that this input has been included in the LCAP document.
- Three parents who have children in ACCESS programs commended the work of teachers, counselors, and community partners for the progress demonstrated in the areas of reading, writing, and technology. The services of counseling and transportation are beneficial to students in being successful at school and ensuring their attendance. Parents commented their appreciation for the responsiveness of staff to their telephone calls and requests for assistance. They appreciate the dedication of teachers and staff.

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New ☐ Modified ☒ Unchanged

Goal A

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

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

A review of OCDE school sites, conducted by the Information Technology team, indicates a need for improved connectivity and infrastructure in order to support the use of current and future technology for teaching and learning to promote 21st Century skills.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Circuit capacity	Currently at 1 GB, 2016-17.	Maintain	Maintain	Maintain
Classroom connectivity	Currently completed at 75% of schools.	Finish upgrade for remaining 25% of schools.	Maintain	Maintain
Deployment of server and software for VDI roll-out	Completed in 2016-17.	Maintain	Maintain	Maintain

PLANNED ACTIONS / SERVICES

Action **A.1-1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to annually evaluate the technology infrastructure for needed upgrades, including but not limited to, bandwidth capability, firewall, and switches. Install security endpoint protection on approximately 1,600 devices. Provide device management upgrades and software licenses as needed.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **A.1-2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain the ongoing monthly cost for site connectivity and provide offsite student internet access through the purchasing of 325 Chromebooks and 325 wireless hotspots. Continue to maintain device-to-student ratios as stated in the metrics for A-2.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$310,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$183,905: Books & Supplies, 4000-4999; $126,095: Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **A.1-3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Collaborate with OCDE Information Technology Division to maintain sufficient access to the internet and Wi-Fi at all OCDE school sites.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Part of Staff Duties)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New ☒ Modified ☐ Unchanged

Goal A.2

Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments. Expand student usage of available educational software programs.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ratio of computer/ devices to students	1.1.5 (ACCESS Community) 1:1 (ACCESS Day Schools) 1:1 (ACCESS Juvenile Court) 1:2.1 (CHEP/PCHS)	Maintain and evaluate capacity to increase ratios.	Maintain and evaluate capacity to increase ratios.	Maintain and evaluate capacity to increase ratios.
Students using technology to complete assignments based on student/teacher surveys	32.7% “Seldom” / “Never” (Student) 30% “Seldom” / “Never” (Teacher) 35.2% “Daily Use” (Student) 37.3% “Daily Use” (Teacher)	Decrease by 5% Decrease by 5% Increase by 5% Increase by 5%	Decrease by 2% Decrease by 2% Increase by 2% Increase by 2%	Decrease by 2% Decrease by 2% Increase by 2% Increase by 2%
Percentage of teachers logging into ULS on a monthly basis	Baseline will be established in 2017-18	Baseline established	Increase by 20%	Increase by 10%

PLANNED ACTIONS / SERVICES

Action **A.2-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$350 (Printing Costs, Survey Monkey Subscription)	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$150: Books & Supplies, 4000-4999; $200: Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **A.2-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Incorporate more opportunities for students to have access to computer devices and utilize technology in their academic program in order to provide 21st Century skills.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in costs for devices in A.1-2)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **A.2-3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Expand the usage of GradPoint through the training of staff and coaching support in the classroom. Collect data on student usage (i.e., number of students who started and the number who successfully completed). Collect student survey results to determine the effectiveness of the program.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$219,650	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$198,050: Books & Supplies, 4000-4999; $21,600: Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **A.2-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Expand the usage of the educational technology website available to instructional staff and continue to add additional resources to the website. Continue to provide updates to instructional staff as new resources are added.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Part of Staff Duties)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **A.2-5**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$28,315	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$28,315 ($10,895 WorldBook Online; $4,650 Rosetta Stone; $10,270 Defined STEM, and $2,500 Discovery Education Streaming) (Books & Supplies, 4000-4999)	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **A.2-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$76,144	Amount	$79,143	Amount	$82,849
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$55,382: Classified Salaries, 2000-2999; $20,762: Employee Benefits, 3000-3999	Budget Reference	$56,711: Classified Salaries, 2000-2999; $22,432: Employee Benefits, 3000-3999	Budget Reference	$58,145: Classified Salaries, 2000-2999; $24,704: Employee Benefits, 3000-3999

PLANNED ACTIONS / SERVICES

Action **A.2-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide release time and encourage ACCESS teachers to observe model classrooms that effectively utilize technology in student learning and provide coaching and classroom support to assist teachers in integrating technology, educational resources, and tools into student learning.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **A.2-8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue ULS and News 2 You and explore additional supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST) and ST Math, and make available the new online SEACO Access Guide for California Content Standards.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **A.2-9**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement the SES Technology Plan.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Part of Staff Duties)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New ☒ Modified ☐ Unchanged

Goal B

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

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Drop-out Rate (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)	6.91%	6.7%	6.6%	Maintain
Community School Attendance Rate (Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts)	73.2% for 2015-16	75%	77%	78%
Parent Satisfaction with Special Schools Programs	94%	Maintain	95%	Maintain
Annual Parent Survey to Collect Parent Input regarding LCAP Goals, Actions, and Services	338 Parent-Completed Surveys	Increase Parent Responses by 5%	Increase Parent Responses by 5%	Increase Parent Responses by 5%

PLANNED ACTIONS / SERVICES

Action **B.1-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase utilization of the School Messenger System for communicating essential information to parents/guardians, and provide training to administrators as needed.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,280 (School Messenger license)	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Through the utilization of the Annual Parent Survey, conduct an assessment of the overall effectiveness of parent information events and trainings to increase parent participation and engagement. Continue to offer parent classes, workshops, trainings, and events to encourage parent participation in the educational process.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Operating Costs, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Evaluate the effective components of these events through participant surveys.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount		Amount	
Source	Title III and LCFF	Source		Source	
Budget Reference	LCFF: $14,000 Title III: $1,000 Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to implement and utilize Aeries.Net ACCESS to provide parents/guardians with access to their child's transcript, credit, and attendance information. Explore other features of Aeries.Net for teachers and administrators to use, such as Analytics and online registration.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-5**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to maintain funding for a Program Data Technician to support the data measures pertaining to the maintenance of student records and student outcomes.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$91,085	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$53,348: Classified Salaries, 2000-2999; $37,737: Employee Benefits, 3000-3999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Update the Parent Resource web page with new opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents to have a greater role in the school community.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Part of Staff Duties)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-7**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding the use of technology, school climate, and safety.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **B.1-8**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide n ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Part of Staff Duties)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-9**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide training opportunities for new staff and administrators for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP process.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-10**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide parents/guardians and staff with ongoing notification of school, community events that relate to improved parent/guardian involvement and student achievement.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Part of Staff Duties)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.1-11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Update by July 2017 program brochures for students with the most significant disabilities related to physical and specialized healthcare needs. Program brochures will be posted on the OCDE website under the Special Schools tab.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New ☒ Modified ☐ Unchanged

Goal B.2

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Grants Awarded	14 grants awarded	Increase by 10%	Increase an additional 5%	Increase an additional 5%
Percentage of Student Population Participating in Co-Curricular Events	20% of student population	Increase to 22%	Increase to 24%	Increase to 26%
Percentage of Students with the Most Significant Disabilities Offered Post-School Service	83%	85%	Maintain	Maintain
Percentage of School Site Safety as Indicated on the SARC	100%	Maintain	Maintain	Maintain

PLANNED ACTIONS / SERVICES

Action **B.2-1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Continue to fund the Grant Program Support Assistant to research and apply for grants to address program needs. These needs include the following areas: nutrition, substance abuse, mental health, internships, and job shadowing.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$95,815	Amount	$98,833	Amount	$102,562
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$55,726: Classified Salaries, 2000-2999; $40,089: Employee Benefits, 3000-3999	Budget Reference	$57,064: Classified Salaries, 2000-2999; $41,769: Employee Benefits, 3000-3999	Budget Reference	$58,507: Classified Salaries, 2000-2999; $44,055: Employee Benefits, 3000-3999

PLANNED ACTIONS / SERVICES

Action **B.2-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain a co-curricular activities fund to support student learning and engagement, including Summer at The Center, Young American Outreach, and educational field trips. This funding includes transportation costs, food, supplies, and staff salaries.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$60,000 ($1,950 included in Goal C.3-1)	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$1,890: Certificated Salaries, 1000-1999; $7,207: Classified Salaries, 2000-2999; $834: Employee Benefits, 3000-3999; $18,567: Books & Supplies, 4000-4999; $31,502: Services/Operating Expenses, 5000-5999)	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide funding for a Program Specialist to coordinate Career Technical Education to further develop Career Pathways and Link Learning opportunities for students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$157,932	Amount	163,231	Amount	
Source	CTEIG Grant	Source	CTEIG Grant	Source	
Budget Reference	$102,086: Certificated Salaries, 1000-1999; $55,846: Employee Benefits, 3000-3999	Budget Reference	$102,475: Certificated Salaries, 1000-1999; $60,756: Employee Benefits, 3000-3999	Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue funding the contract for the short-term CTE staff member to support the Career Pathways Grant and to assist the Program Specialist in developing CTE courses for ACCESS.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$92,910	Amount		Amount	
Source	LCFF and CTEIG Grant	Source		Source	
Budget Reference	$21,250: LCAP; $48,600: CTEIG Grant; $5,800:Career Pathways Grant (Classified Salaries, 2000-2999); $4,750: LCAP; $11,400: CTEIG Grant; $1,110: Career Pathways Grant (Employee Benefits, 3000-3999)	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-5**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **B.2-6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,000 ($7,000: Career Success Week, and $5,000: Career Forum)	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$6,000: Books & Supplies, 4000-4999; $6,000: Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to increase partnerships with community stakeholders with an emphasis on collaborating with the community colleges through campus tours, including transportation costs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000 (Transportation Costs)	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-8**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies. Provide ACCESS homeless families with essential personal items when needed.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **B.2-9**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **B.2-10**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to update and provide on the OCDE website the OCDE Transition Resource Directory to identify and expand services for students with severe disabilities. Distribute Directory to parents, partners, and Special Schools sites.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to explore adult day program options for students with the most significant disabilities prior to program completion.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-12**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to update resource list of community college options in Orange County for students with intellectual disabilities.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-13**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500 (Cost of Trainings)	Amount		Amount	
Source	Special Schools Budget	Source		Source	
Budget Reference	Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.2-14**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Update Special Schools Adult Transition brochure and post it on the OCDE website under the Special Schools tab.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New ☒ Modified ☐ Unchanged

Goal B.3

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Providing a safe environment for students and staff creates a positive school climate and a welcoming environment to parents/guardians and stakeholders.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Safety Report – Facility Status	100% completed monthly	Maintain	Maintain	Maintain
Facility Inspection Tool (See Appendix F for details)	September 2016: 6 of 8 categories marked "Good" December 2016: 8 of 8 categories marked "Good"	Maintain a minimum of 6 of 8 categories marked "Good" at initial inspection; within three months, all categories marked "Good"	Maintain a minimum of 6 of 8 categories marked "Good" at initial inspection; within three months, all categories marked "Good"	Maintain a minimum of 6 of 8 categories marked "Good" at initial inspection; within three months, all categories marked "Good"
Survey Results from Parents, Students, Staff regarding Site Safety	Feel Safe at School: Parents: 95.4% Yes Students: 92.0% Yes Staff: 87.8% Yes	Increase by 1% from prior year for all groups	Increase by 1% from prior year for all groups	Increase by 1% from prior year for all groups
Survey Results from Students and Staff regarding Site Conditions	School Clean / Good Repair: Students: 89.6% Yes Staff: 87.8% Yes	Increase by 1% from prior year for all groups	Increase by 1% from prior year for all groups	Increase by 1% from prior year for all groups

PLANNED ACTIONS / SERVICES

Action **B.3-1**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$8,500: Books & Supplies, 4000-4999; $1,500: Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.3-2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate, safety, and the condition of the facility.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **B.3-3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,500	Amount		Amount	
Source	Deferred Maintenance Funds	Source		Source	
Budget Reference	Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

☐ New ☒ Modified ☐ Unchanged

Goal B.4

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☒ 9 ☐ 10

LOCAL _____

Identified Need

Continue an ongoing collaboration with districts in order to effectively serve expelled youth.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Status of tri-annual Expulsion Plan	Approved plan submitted June 2015	Complete plan for approval by June 2018	Begin collaboration regarding identified gaps in service	Continue collaboration and planning for tri-annual plan due June 2021
Number of mandatory expelled students referred to ACCESS	2015-16: 236 expelled students referred. As of April 2017: 203 expelled students referred.	Continue to track number of expelled students referred	Continue to track number of expelled students referred	Continue to track number of expelled students referred
Percentage of expelled students returned to district	2015-16: 50% return rate As of April 2017, 49% return rate	Increase by 2% from previous year	Increase by 1% from previous year	Increase by 1% from previous year

NOTE: Expulsion rates are not included in this LCAP as the ACCESS and Special Schools programs do not expel students.

PLANNED ACTIONS / SERVICES

Action **B.4-1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Part of Staff Duties)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New ☒ Modified ☐ Unchanged

Goal B.5

Systemize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services, utilizing cross-system collaboration among stakeholders and a countywide integrated database.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☒ 10

LOCAL _____

Identified Need

Based on input from district Foster Youth Liaisons, Orange County Social Services Agency, and ACCESS staff, there is a need for increased coordination and cross-system collaboration with community partners to effectively serve foster youth which will improve school stability and academic outcomes.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Countywide Foster Youth Graduation Rate	2014-15, most current data available, 59% of foster youth graduated	Increase by 5%	Increase by 5%	Increase by 5%
Education Plan Completion Rate	60% for students enrolled 30 days or longer	70% for students enrolled 30 days or longer	85% for students enrolled 30 days or longer	90% for students enrolled 30 days or longer
Education Summary Report (ESR) Completion Rate	85%	Maintain	Maintain	Maintain
Foster Youth Services Coordinating Program (FYSCP), co-located with Child Welfare Services (CWS), participates in multiple case planning strategic meetings during each school year regarding school/home placement and potential placements; uses CWS/CMS data to track school changes; and, partners with CWS to develop tools to measure school mobility.	1.2 average school changes per foster youth student during the 2016-17 school year	Maintain or improve this average	Maintain or improve this average	Maintain or improve this average
FYSCP facilitates four quarterly meetings to address coordination of services, including developing a mechanism for the expeditious transfer of education records and the Health and Education Passport, as well as using CWS Policy and Procedure I-0403 regarding the entry and distribution of the Health and Education Passport.	2016-17 meetings held on: 9/16/16, 11/18/16, 1/20/17, 3/3/17, and 5/19/17	Maintain quarterly meetings	Maintain quarterly meetings	Maintain quarterly meetings

PLANNED ACTIONS / SERVICES

Action **B.5-1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Foster Youth
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Complete one Education Progress Report (EPR) for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County Schools (850 unduplicated EPRs). This EPR is shared with county social workers or Probation officers to be included in reports to the court.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.5-2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Foster Youth
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Complete development of the integrated database and train stakeholders on how to utilize it for foster youth in Orange County to track academic progress.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Cost was in the 2015-16 LCAP)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.5-3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]___
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☒ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Continue to maintain funding for Foster Youth Educational Liaison and Coordinator to serve as a Foster Youth District Liaison, and 20% of Manager of Foster Youth Services for ACCESS foster youth students, to systematically monitor and improve foster youth academic outcomes.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$280,585	Amount	$290,909	Amount	$303,337
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$138,022: Certificated Salaries, 1000-1999; $68,492: Classified Salaries, 2000-2999; $74,071: Employee Benefits, 3000-3999	Budget Reference	$141,334: Certificated Salaries, 1000-1999; $70,135: Classified Salaries, 2000-2999; $79,440: Employee Benefits, 3000-3999	Budget Reference	$144,910: Certificated Salaries, 1000-1999; $71,910: Classified Salaries, 2000-2999; $86,517: Employee Benefits, 3000-3999

PLANNED ACTIONS / SERVICES

Action **B.5-4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Foster Youth
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to respond to Juvenile Court requests in a timely manner and support the coordination of communication and educational services for foster youth between the court, schools, and child welfare or Probation.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.5-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☒ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide three “Train the Trainer” for the Trauma Informed Educator video series for ACCESS staff and school districts to develop trauma informed practices and individualized consultation service.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.5-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☒ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide funding to support the Every Student Succeeds Act transportation requirement for foster youth in order to maintain appropriate school placement.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$5,000: Books & Supplies, 4000-4999 (Bus Passes); $15,000: Services/Operating Expenses, 5000-5999 (Transportation)	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **B.5-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Foster Youth
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to coordinate with ACCESS staff and foster youth stakeholders to create and implement Educational Plans to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 70% completion rate.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New ☒ Modified ☐ Unchanged

Goal C

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

Goal C.1: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development, while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Staff training, curriculum development, current and standards-aligned instructional materials, and additional support services are needed to allow students to become college, career, and life-ready.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Participation Rate	Community Schools: 33.5% Juvenile Court Schools: 57.5% OCCS CHEP/PCHS: 53%	Community Schools: 35% Juvenile Court Schools: 60% OCCS CHEP/PCHS: 55%	Community Schools: 38% Juvenile Court Schools: 63% OCCS CHEP/PCHS: 58%	Community Schools: 40% Juvenile Court Schools: 65% OCCS CHEP/PCHS: 60%
CELDT Data / English Language Proficiency Assessments for California (ELPAC)	62% of EL students advanced one level on CELDT	ELPAC annual testing begins in spring 2018; new baseline to be determined	Increase by 1%	Increase by 1%
Reclassification Rate for EL Students	6.1%	Increase by 1% from baseline	Increase by 2% from prior year	Increase by 2% from prior year
Graduation Rate for Students with 160 credits by June 2017	84.76%	Increase by .25%	Increase by .25% from prior year	Increase by .25% from prior year
HQT Status of Teachers	95%	ESSA has eliminated the HQT status requirement; no data reported for 2017-18	This metric will be updated based on the new requirement from the CDE	New baseline to be established
All students have access to the required subjects for graduation and a broad course of study, including CTE, ROP, and various electives that are career and interest specific.	100%	Maintain	Maintain	Maintain

PLANNED ACTIONS / SERVICES

Action **C.1-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in duties provided by Human Resources staff)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on PBL in the curricular areas of Social Science, English Language Arts (ELA), Math, and Science for ACCESS. Provide techniques for using technology in the classroom. Continue to create and share hands-on learning activities for Special Schools' teachers.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,596 (Cost included in Goal C.3-1)	Amount		Amount	
Source	LCFF and Special Schools Budget	Source		Source	
Budget Reference	($1,356: ACCESS Sub. Teacher Costs; $4,304: Special Schools Sub. Teacher Costs, 1000-1999; $240: Employee Benefits (ACCESS); $696: Special Schools Employee Benefits, 3000-3999)	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue offering tutoring for identified students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$125,000 (Title I Funds) $150,000 (LCFF Funds; cost included in C.3-3)	Amount		Amount	
Source	LCFF and Title I Funds	Source		Source	
Budget Reference	$250,250: Classified Salaries, 2000-2999; $24,750: Employee Benefits, 3000-3999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-5**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue current ELDA model in AUs 101,103, 104, 110, 114, and 116 to support language acquisition of ELs with Levels 1 and 2. Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide demonstrations and training on the curriculum as needed.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$209,153 (Cost included in Goal C.3-3)	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	$186,166: Classified Salaries, 2000-2999; $22,987: Employee Benefits, 3000-3999; Supplemental and Concentration Grants	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-6**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-7**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Using the observation tool, administrators will continue to assess the fidelity of teachers implementing California State Standards, implementation of newly adopted curriculum and the effective use of instructional technology in their lessons. Based on data collected from the observation tools, continue to share best practices among staff and provide peer-to-peer coaching opportunities.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in administrator salaries and duties)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-8**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to purchase the software license for EADMS, a program to track EL academic data. Train additional certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$16,279	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-9**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue training, as needed, for curriculum materials for ELA, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Expand the selected piloted Science materials to additional teachers to reach a consensus on a recommendation of materials for purchase and implement in 2018-19 school year.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books & Supplies, 4000-4999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-10**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Expand teacher use of TOSA-designed PBL assignments in the classroom with the goal of two PBL assignments per quarter. Continue to provide updated examples on the ACCESS Resource website of PBL assignments that teachers can incorporate into the core content areas.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500 (Materials and supplies for PBL Assignments)	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books & Supplies, 4000-4999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-11**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide funding for MakerSpace lab materials and evaluate the effectiveness of the labs in AUs 108 and 114, based upon appropriate utilization and sustainable cost. Expand to one additional AU if deemed successful upon data collection.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **C.1-12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Operating Costs, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-13**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using *Constructing Meaning* lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$13,000	Amount		Amount	
Source	LCFF and Title III Funds	Source		Source	
Budget Reference	$5,000 (Title III Funds); $5,000: Books & Supplies, 4000-4999; Supplemental and Concentration Grants $3,000: Printing Costs, Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.1-14**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD. The EL TOSA will meet with principals to design a staff development plan that addresses the needs of ELs in their respective AU.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books & Supplies, 4000-4999; Supplemental and Concentration Grants	Budget Reference		Budget Reference	

☒ New ☐ Modified ☐ Unchanged

Goal C.2

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Specialized staff trainings and improved behavioral management techniques are needed to allow students to become independent and life-ready, as determined by administrator, staff, and parent input during meetings and on surveys.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of D/HH students transitioning to college, career, or adult transition	95%	Maintain	Maintain	Maintain
Number of staff developments and trainings provided to staff targeting Special Schools' initiatives of California state standards, ELD standards, behavioral management, and assessments	27 trainings offered during 2016-17	Maintain	Maintain	Maintain

PLANNED ACTIONS / SERVICES

Action **C.2-1**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.2-2**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide annual professional development for certificated and classified staff on California State Standards and California ELD standards implementation for students with the most significant disabilities.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.2-3**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide ongoing staff development, program support, and monitoring to ensure 100% of teachers are effectively implementing California State Standards instruction with ULS.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Included in staff salaries)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.2-4**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide specialized training for Special Schools certificated and classified staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Cost included in A.2-7	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.2-5**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide in-service training for BASIC for all new teachers and paraeducators as well as staff recommended for retraining by site administrators.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,851 ($10,051 included in Goals C.3-1 and C.3-3)	Amount		Amount	
Source	Special Schools Budget	Source		Source	
Budget Reference	$5,418: Certificated Salaries, 1000-1999; $3,375: Classified Salaries, 2000-2999; $1,258: Employee Benefits, 3000-3999 $800: Services/Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.2-6**

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Special Schools-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase by 3% from the baseline established in 2016-17 of 79%, the number of overall behavioral annual goals met in the student's IEP.	Increase by 1% the number of overall behavioral annual goals met in prior year.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New ☒ Modified ☐ Unchanged

Goal C.3

Retain highly-qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction, provide student support services within special schools and alternative settings, as well as assist students with academic achievement.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students who are prepared to be college, career, and life ready require highly-qualified staff that provide engaging and effective academic and support services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of appropriately assigned staff	100%	Maintain	Maintain	Maintain
HQT Status of Teachers	95%	ESSA has eliminated the HQT status requirement; no data reported for 2017-18	This metric will be updated based on the new requirement from the CDE	New baseline to be established

PLANNED ACTIONS / SERVICES

Action **C.3-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$51,529,538 (All certificated salaries are included in this total amount and have been noted in the applicable action/service)	Amount	$52,679,035 (All certificated salaries are included in this total amount and have been noted in the applicable action/service)	Amount	$55,685,896 (All certificated salaries are included in this total amount and have been noted in the applicable action/service)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$38,633,865: Certificated Salaries, 1000-1999; $12,895,673: Employee Benefits, 3000-3999	Budget Reference	$38,900,077: Certificated Salaries, 1000-1999; $13,778,958: Employee Benefits, 3000-3999	Budget Reference	$40,780,542: Certificated Salaries, 1000-1999; $14,905,354: Employee Benefits, 3000-3999

PLANNED ACTIONS / SERVICES

Action **C.3-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Continue to ensure high-quality academic and clinical support services for all students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,301,293 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service)	Amount	$4,394,820 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service)	Amount	$4,643,919 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$3,123,061: Certificated Salaries, 1000-1999; $1,178,232: Employee Benefits, 3000-3999	Budget Reference	$3,145,086: Certificated Salaries, 1000-1999; $1,249,734: Employee Benefits, 3000-3999	Budget Reference	$3,302,050: Certificated Salaries, 1000-1999; $1,341,869: Employee Benefits, 3000-3999

PLANNED ACTIONS / SERVICES

Action **C.3-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Continue to provide classroom and individual instructional support to assist students to achieve academic success.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,023,175 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service)	Amount	$20,967,980 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service)	Amount	$21,936,477 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$13,347,734: Classified Salaries, 2000-2999; $6,675,441, Employee Benefits, 3000-3999	Budget Reference	$13,771,365: Classified Salaries, 2000-2999; $7,196,615: Employee Benefits, 3000-3999	Budget Reference	$14,226,303: Classified Salaries, 2000-2999; $7,710,174, Employee Benefits, 3000-3999

☐ New ☒ Modified ☐ Unchanged

Goal C.4

Expand instructional and behavioral interventions and support services to address the critical needs of students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students who are prepared to be college, career, and life ready require effective support services to address behavioral and instructional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of students with the most significant disabilities placed in adult programs at age 22	Establish baseline in 2017-18	Baseline established	Increase by 1% from previous year	Increase by 1% from previous year
Percentage of overall behavioral goals met	79%	80%	Maintain	Maintain
Percentage of overall IEP goals met at substantial progress or better	80%	Maintain	Maintain	Maintain

PLANNED ACTIONS / SERVICES

Action **C.4-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to evaluate the effectiveness of our outreach and truancy response efforts through ongoing data collection. The Truancy and Recovery Technician position was vacant for most of the 2016-17 school year. Strategic planning will occur in 2017-18 to develop an effective plan to reduce truancy and improve attendance.	Implement the best practices for truancy reduction decided upon during the strategic planning that occurred in 2017-18.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost (Position is on hold)	Amount	TBD	Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.4-2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Begin the recertification process for Pro-ACT and train any new instructional staff that have been hired. Maintain trainer certifications, and provide one new trainer certification.	Train new instructional staff in Pro-ACT and maintain trainer certification.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,000	Amount	$7,000	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	$5,000: Books & Supplies, 4000-4999; $2,000: Services/Other Operating Expenses, 5000-5999	Budget Reference	$5,000: Books & Supplies, 4000-4999; $2,000: Services/Other Operating Expenses, 5000-5999	Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.4-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$478,442	Amount	$495,794	Amount	$517,280
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$321,053: Classified Salaries, 2000-2999; $157,389: Employee Benefits, 3000-3999	Budget Reference	$328,759: Classified Salaries, 2000-2999; $167,035: Employee Benefits, 3000-3999	Budget Reference	$337,076: Classified Salaries, 2000-2999; $180,204: Employee Benefits, 3000-3999

PLANNED ACTIONS / SERVICES

Action **C.4-4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Provide funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$510,877 (Cost included in C.3-1)	Amount	$528,573	Amount	$549,530
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$368,725: Certificated Salaries, 1000-1999; $142,152: Employee Benefits, 3000-3999	Budget Reference	$377,575: Certificated Salaries, 1000-1999; $150,998: Employee Benefits, 3000-3999	Budget Reference	$387,128: Certificated Salaries, 1000-1999; $162,402: Employee Benefits, 3000-3999

PLANNED ACTIONS / SERVICES

Action **C.4-5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain ongoing case management of homeless students and families.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$818,736	Amount		Amount	
Source	Title I Funds: Family Engagement Program Manager salary; six Family Community Liaison salaries, and one Community Resource Specialist Salary	Source		Source	
Budget Reference	$548,631: Classified Salaries, 2000-2999; $270,105: Employee Benefits, 3000-3999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.4-6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$38,500	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Low-Income: $15,000 (Supplemental and Concentration Grants); Homeless: $8,500 (McKinney-Vento Funds) Students with Transportation Challenges: $15,000 (LCFF, Books & Supplies, 4000-4999)	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.4-7**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books & Supplies, 4000-4999; Supplemental and Concentration Grants	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.4-8**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Other Operating Expenses, 5000-5999; Supplemental and Concentration Grants	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.4-9**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to communicate workshop and training opportunities to AU Administrators to share with certificated and classified staff in order to address the unique needs of low-income students. Train ACCESS staff to use *2-1-1 Orange County*, an online database of community resources.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funds to be allocated for identified trainings, up to $5,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Operating Expenses, 5000-5999; Supplemental and Concentration Grants	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.4-10**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Maintain funding for an ACCESS community school nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$122,576 (Cost included in C.3-2)	Amount	$126,444	Amount	$131,025
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	$80,604: Certificated Salaries, 1000-1999; $41,972: Employee Benefits, 3000-3999	Budget Reference	$82,538: Certificated Salaries, 1000-1999; $43,906: Employee Benefits, 3000-3999	Budget Reference	$84,626: Certificated Salaries, 1000-1999; $46,399: Employee Benefits, 3000-3999

PLANNED ACTIONS / SERVICES

Action **C.4-11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: Rio Contiguo School ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Pilot the implementation of a college course, Counseling 100, at Rio Contiguo School through a partnership with Fullerton College. The course Counseling 100 will be offered five times during the 2017-18 school year.	Evaluate the effectiveness and student participation in the Counseling 100 course to continue ongoing partnership and course offering.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,000 (Total cost for instructor)	Amount	TBD	Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Other Expenses, 5000-5999	Budget Reference		Budget Reference	

	☐ New	☒ Modified	☐ Unchanged

Goal C.5

Develop a schoolwide progressive discipline plan.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students who are prepared to be college, career, and life ready require consistent intervention services delivered by well-trained staff.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student suspension rate	0.7%	Decrease by .1%	Decrease by .1%	Maintain
Community School student attendance rate	73%	Increase by 2%	Increase by 1%	Increase by 2%
Number of staff trained in Restorative Justice	80 staff trained in January 2017	80 staff trained in August 2017; 80 staff trained in the Spring of 2018	Remaining staff will receive training	New staff will receive training

PLANNED ACTIONS / SERVICES

Action **C.5-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue staff training regarding usage and implementation of the Progressive Intervention Plan and communicate the interventions to parents/guardians and families. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,200	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books & Supplies, 4000-4999	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **C.5-2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: ACCESS-wide ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide Restorative Justice training to additional administrators, teachers, and staff, and continue implementing Restorative Justice practices at school sites.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$11,940,528	Percentage to Increase or Improve Services:	20.84%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The LCAP goals identified to better serve students, especially our unduplicated students, address the areas of improved access and usage of technology, increased student support services with an emphasis on improving family engagement, and preparing students to be college, career, and life ready. With the percentage of 63% that meet the "unduplicated pupil" criteria, the actions and services below clearly target the educational and social-emotional needs of these special populations.

Goal A addresses the effective use of technology for teaching and learning to promote 21st Century skills. The improved services for unduplicated pupils include the following actions and services:

A.1-1: Improve bandwidth infrastructure upgrades, firewalls, and security endpoints for increased quality of connectivity and cyber safety.
A.1-2: Purchase of Chromebooks and wireless hotspots for student check-out to provide online access to curriculum at home.
A.2-3: Expand the usage of GradPoint online curriculum to provide unduplicated students an opportunity to meet A-G requirements.
A.2-5: Continue to purchase licenses for educational software programs to support 21st Century learning, thereby providing improved quality of resources.

With our unduplicated pupils having limited access to technology, the above actions and services provided an increased number of computers and an improved infrastructure for students. These actions and services improved the 21st Century skills for students.

Goal B addresses increased family and stakeholder engagement with the end result of improving student achievement. The improved services for unduplicated pupils include the following actions and services:

B.1-1: Increase utilization of School Messenger to improve communications so that parents/guardians are better informed and involved in their child's education.
B.1-2: Conduct annual parent survey to assess the overall effectiveness of parent events and trainings to further involve parents in the educational process.
B.1-3: Conduct parent/guardian information events, including interpretation services, to engage families in their child's education.
B.1-4: Continue parent/guardian utilization of Aeries.Net to provide increased involvement through access to their child's educational information.
B.2-1: Fund a Grant Program Support Assistant to research and apply for grants targeting services and resources addressing health, counseling, and life skills.
B.2-2: Maintain a co-curricular activities fund to support student learning and engagement by providing learning opportunities outside the classroom.
B.2-3: Continue to provide funding for a Program Specialist to coordinate career technical education to expand career pathways and vocational learning.
B.2-4: Continue to fund short-term CTE staff to expand CTE courses to provide the opportunity for increased student participation.
B.2-5: Continue to fund Pure Game, a physical education/character development program, to provide mentoring and leadership opportunities to students.
B.2-6: Continue to host three Career Success Week events to provide job readiness skills and personal finance management.
B.2-7: Continue to increase partnerships with community colleges by providing college tours for students to experience real-time college life.

B.2-8: Continue to expand partnerships with community organizations to assist with providing basic school supplies to equip students for learning.
B.5-3: Maintain funding for Foster Youth Manager, Educational Liaison, and Coordinator to monitor and improve Foster Youth academic outcomes.
B.5-5: Provide a "Train the Trainer" for Trauma-Informed Educator Series so that staff are better informed and prepared to serve students.
B.5-6: Provide funding to support transportation of foster youth to maintain appropriate school placement and ensure school stability.

Through increased parent involvement and improved parent communication, parents/guardians are more informed, have an increased connection to the school, and provide support for their child to ensure academic success. In order to better support students in their post-secondary opportunities, college tours, co-curricular activities, and CTE courses have improved and increased student post-secondary success.

Goal C addresses the need for students to be prepared for success in college, career, and life through professional development of staff, implementation of California State Standards and California ELD Standards, purchase of quality standards-aligned curriculum, and providing student support services that address the critical academic and social-emotional needs of students. The improved services for unduplicated pupils include the following actions and services:

C.1-1: Continue to conduct trainings for staff regarding California State Standards to improve the rigor of instruction for students.
C.1-3: Continue to provide professional development opportunities focused on PBL assignments to enhance student engagement in their learning.
C.1-4: Continue to offer tutoring for identified students to close the learning gaps and deficiencies that students have in their education.
C.1-5: Continue providing English Language Development Assistants to support the language acquisition of EL students.
C.1-8: Continue to purchase the EADMS software license for staff to track EL academic data to better target academic needs.
C.1-9: Continue implementation of curriculum materials for ELA, Social Science, Math, and Science to ensure preparation for college and career.
C.1-11: Continue funding MakerSpace labs and materials to engage students in collaboration, design, and creativity.
C.1-13: Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources to support EL student learning.
C.3-1: Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools for college, career, and life readiness.
C.3-2: Continue ensuring high-quality academic and clinical support services to address the critical academic and social-emotional needs of students.
C.3-3: Continue providing classroom and individual instructional support to address the gaps in student learning in order to increase academic success.
C.4-3: Maintain funding for four ACCESS Community School Clinicians to provide necessary social-emotional support and services.
C.4-4: Provide funding for four College and Career Counselors to guide student learning and to develop individual post-secondary college/career plans.
C.4-5: Maintain ongoing case management of homeless students and families to provide resources and opportunities that address their well-being.
C.4-6: Continue to provide bus passes for low-income, homeless, and students with transportation challenges to ensure attendance and school stability.
C.4-7: Continue to offer low-income students basic school supplies to equip students for learning.
C.4-8: Continue funding expenses for college application fees, entrance tests, and scholarship opportunities to promote post-secondary education.
C.4-10: Maintain funding for an ACCESS Community School Nurse to monitor the health needs of students and to provide necessary health supports.
C.5-2: Continue training and implementing Restorative Justice practices at school sites to more effectively improve student behavior and accountability.

To better prepare unduplicated pupils' college, career, and life success, staff trainings, tutoring for students, data management systems to better track English Learner performance, increased clinical and school counselor support, and provision of bus passes have all aided in students being better prepared for college, career, and life. These are all services that have been improved and increased as a result of this goal in the LCAP.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX 1: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX 2: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

Appendices

Appendix A: LCAP Crosswalk: 2016-17 to 2017-18

Appendix B: Ethnic Demographic Breakdown

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

Appendix D: Orange County School Employees Association Letter of Support

Appendix E: Acronyms and Abbreviations

Appendix F: Facility Inspection Tool – ACCESS Community School Sites

Appendix G: LCAP Acronyms and Abbreviations

Appendix H: LCAP Survey Results

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

LCAP Crosswalk
2016-17 to 2017-18

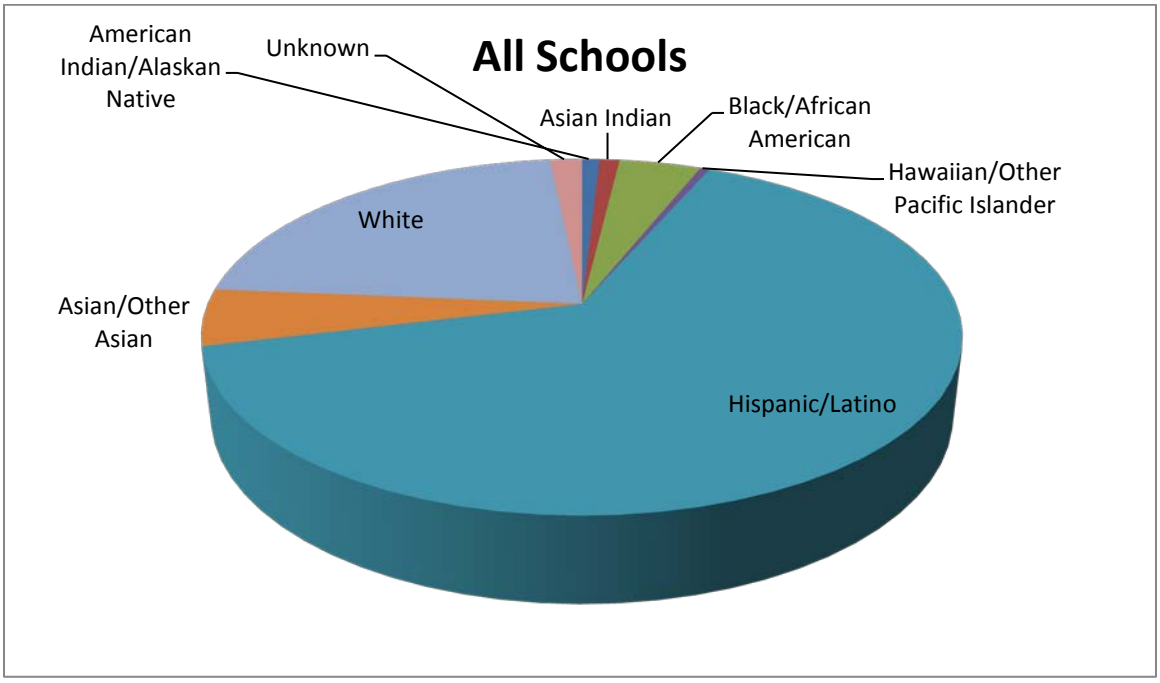
In order to maintain uniformity throughout each of the 2017-18 LCAP goals (i.e., Goal A.1, A.2, B.1), the actions and services are listed in the following order:

- LEA-wide
- ACCESS-wide
- Special Schools-wide
- Foster Youth Services

2016-17	*2017-18*
Goal A.1	Goal A.1 A.1-1 A.1-2 A.1-3
Goal A.2	Goal A.2 A.2-1 A.2-2 A.2-3 A.2-4 A.2-5 A.2-6 A.2-7 A.2-8
Goal B.1.a B.1.b B.1.c	Goal B.1 B.1-1 B.1-2 B.1-3 B.1-4 B.1-5 B.1-6 B.1-7 B.1-8 B.1-9 B.1-10 B.1-11 B.1-12
Goal B.2.a B.2.b B.2.c B.2.d	Goal B.2 B.2-1 B.2-2 B.2-3 B.2-4 B.2-5 B.2-6 B.2-7 B.2-8 B.2-9

2016-17	*2017-18*
	B.2-10 B.2-11 B.2-12 B.2-13 B.2-14
Goal C.1.a C.1.b C.1.c C.1.d C.1.e	Goal C.1 C.1-1 C.1-2 C.1-3 C.1-4 C.1-5 C.1-6 C.1-7 C.1-8 C.1-9 C.1-10 C.1-11 C.1-12 C.1-13 C.1-14
Goal C.1.f	Goal C.2 C.2-1 C.2-2 C.2-3 C.2-4 C.2-5
Goal C.2	Goal C.3 C.3-1 C.3-2 C.3-3 C.3-4
Goal C.3	Goal C.4 C.4-1 C.4-2 C.4-3 C.4-4 C.4-5 C.4-6 C.4-7 C.4-8 C.4-9 C.4-10 C.4-11
Goal C.4	Goal C.5 C.5-1 C.5-2

OCDE STUDENTS
Ethnic Demographic Breakdown



Ethnicity	Total	Percentage
American Indian/Alaskan Native	61	0.89
Asian Indian	69	1.01
Black/African American	284	4.15
Hawaiian/Other Pacific Islander	32	0.47
Hispanic/Latino	4431	64.68
Asian/Other Asian	356	5.17
White	1507	22
Unknown	111	1.62

***Summary of LCAP Identified Areas for Increased or Improved Services for Students* 2017-2018**

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

Conditions of Learning: **State Priorities 1, 2, 7, 9, and 10**	**Pupil Outcomes:** **State Priorities 4 and 8**	**Engagement:** **State Priorities 3, 5, and 6**
Priority 7: Course Access • Continue the implementation of ACCESS-adopted curriculum and California State Standards that incorporate technology • Increase student usage of GradPoint Online Learning Solution with options for A-G courses **Priority 9: Expelled Youth** • Address and facilitate district-wide discussion of the gaps in the current Countywide Expulsion Plan • Monitor the Countywide Expulsion Plan **Priority 10: Foster Youth** • Complete 85% of Education Progress Reports (EPR) for Orange County foster youth • Continue funding Foster Youth Services Manager, Educational Liaison, and Coordinator • Provide transportation funding in order to maintain appropriate school placements	**Priority 8: Other Pupil Outcomes** • Increase staff and student utilization of technology in instruction, learning, and assignments • Increase student usage of GradPoint, ULS, News2You, and other online educational software resources	**Priority 5: Pupil Engagement continued:** • Increase access and usage of technology • Increase student participation in Smarter Balance assessment • Maintain staff to research and apply for grants to expand student services • Design and implement MakerSpace labs • Fund four college and career counselors **Priority 6: School Climate** • Increase the percentage of students that meet the overall behavioral annual goals in their IEPs • 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 • Increase the number of Special Schools staff trained in BASIC, Assistive Technology, and Augmentative Communication • Provide Restorative Justice Training

May 9, 2017

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

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

JulieAmes,President
OCSEA

Stakeholders and Community Partners

The following is a list of stakeholders and community partners that assist in the achievement of the LCAP goals, actions, and services, as well as supporting the needs of the whole child.

211 Orange County
Blue Ribbon Commission of Orange County
Boys & Girls Club of Anaheim
Boys & Girls Club of Garden Grove
Boys & Girls Club of Santa Ana
Buena Clinton Family Resource Center
Buena Park Coordinating Council
Catholic Charities
Chapman University
CSP-Community Service Programs
FACT Resource Centers
Families Forward
Fullerton College
Girls, Inc.
Giving Children Hope
Grand Parents Autism Network
Human Options
Magnolia Park Family Resource Center
MADD – Mothers Against Drunk Driving
Mercy House
MOMS Orange County
North Orange County Community College District
Olive Crest
Orange County Asian Pacific Islander Community Alliance
Orange County Business Council
Orange County Children's Partnership
Orange County District Attorney's Office
Orange County Health Care Agency
Orange County Human Relations
Orange County Juvenile Court
Orange County Probation Department
Orange County Social Services Agency
OCTI-Orange County Transition Initiative
Regional Center of Orange County
Regional Occupational Centers
Schools First Credit Union
Second Harvest Food Bank
Segerstrom Center for the Arts
Special Olympics of Orange County
St. Vincent de Paul Society
Stanton Family Resource Center
Sunburst Youth Academy Booster Club
TASK-Teams of Advocates for Special Kids
United States National Guard
University California, Irvine
University of Southern California
Vanguard University
WIA Youth Program
Working Wardrobes
YES – Youth Employment Service Anaheim
YES – Youth Employment Service Costa Mesa

Facility Inspection Tool – ACCESS Community School Sites

This tool inspects school facilities and determines the repair status using the ratings of good condition, fair condition, or poor condition. The items inspected are as follows:

- Systems (i.e., air conditioning, heating, etc.)
- Interior (i.e., walls, ceiling tiles, flooring)
- Cleanliness
- Electrical
- Restroom / Drinking Fountains
- Safety
- Structural
- External

School Facility Good Repair Status, 2016-17			
Items Inspected	***Repair Status***	***Items Inspected***	***Repair Status***
Systems	Good	Restrooms / Fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Fair
Overall summary of facility conditions			Good
Date of the most recent completion of the Inspection Tool			9/30/2016
Completion date of deficiencies			12/2016

LOCAL CONTROL ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS

5 C's	Communication, Collaboration, Critical Thinking, Creativity, and Character
ASA	Academic Support Assistant
ACCESS	Alternative, Community and Correctional Education Schools and Services
ADA	Average Daily Attendance
AP	Advanced Placement
ARC	Attendance and Records Center
AT/AAC	Assistive Technology/Alternative Augmentative Communication
AU	Administrative Unit
BASIC	Behavior Analysis for Successfully Inititiating Change
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CAMF	Committee to Assist Motel Families
CDE	California Department of Education
CDS Code	County-District-School Code
CELDT	California English Language Development Test
CHEP/PCHS	Community Home Education Program/Pacific Coast High School
CM	Constructing Meaning
COE	County Office of Education
CSEA	California School Employees Association
CTE	Career Technical Education
CTEIG	Career Technical Education Incentive Grant
CWA	Child Welfare and Attendance
D/HH	Deaf/Hard of Hearing
DELAC	District English Learner Advisory Committee
EADMS	Educator's Assessment Data Management System
EAP	Early Assessment Program
EDMS	Equitable Distribution Monitoring System
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELDA	English Language Development Assistant
ELPAC	English Language Proficiency Assessments for California
ESR	Education Summary Report
EPR	Educational Progress Report
ESSA	Every Student Succeeds Act
FaCT	Families and Communities Together
FAST	Formative Assessment Standards Tasks
FIN	Family Involvement Network
FIT	Facility Inspection Tool
FYSP	Foster Youth Services Plan
GB	Gigabyte
GPAC	General Parent Advisory Committee
HQT	Highly Qualified Teacher
IEP	Individual Education Plan
IT	Information Technology
KB	Kilobyte

LOCAL CONTROL ACCOUNTABILITY PLAN
ACROYNMS AND ABBREVIATIONS

LACOE	Los Angeles County Office of Education
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
MELD	Monthly English Language Development
MTSS	Multi-Tiered System of Supports
OCCP	Orange County Children's Partnership
OCDE	Orange County Department of Education
OCSEA	Orange County Schools Educators Association
PBL	Project-Based Learning
PLC	Professional Learning Community
R-FEP	Redesignated-Fluent English Proficient
SANDI	Student Annual Needs Determination Inventory
SARC	School Accountabillity Report Card
SCT	School Consultation Team
SEACO	Special Education Administrators of County Offices
SES	Special Education Services
ST Math	Spatial-Temporal Math
STEM	Science, Technology, Engineering, and Math
TK	Transitional Kindergarten
TOSA	Teacher on Special Assignment
UC	University of California
UDL	Universal Design for Learning
ULS	Unique Learning System
VDI	Virtual Desktop Infastructure
VM Ware	Virtual Machine Ware
VPSS	Verification Process for Specialized Settings
WASC	Western Association of Schools and Colleges

Local Control Accountability Plan *Parent* Survey Results

May 2017

292 Total Surveys Receive

** 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%.*ACCESS Parent Survey Results

School Climate

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

Answer Options	Response Percent
Strongly Disagree	0.71%
Disagree	1.43%
Neutral	11.07%
Agree	47.50%
Strongly Agree	39.29%
answered question	280

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

Answer Options	Response Percent
Strongly Disagree	1.08%
Disagree	3.58%
Neutral	7.53%
Agree	39.07%
Strongly Agree	48.75%
answered question	279

3. I feel my child is making academic progress.

Answer Options	Response Percent
Strongly Disagree	1.81%
Disagree	4.69%
Neutral	9.75%
Agree	44.77%
Strongly Agree	38.99%
answered question	277

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

Answer Options	Response Percent
Strongly Disagree	1.82%
Disagree	5.11%
Neutral	21.17%
Agree	35.77%
Strongly Agree	36.13%
answered question	274

5. The school climate supports student learning.

Answer Options	Response Percent
Strongly Disagree	0.73%
Disagree	2.55%
Neutral	10.18%
Agree	42.91%
Strongly Agree	43.64%
answered question	275

6. Communication from the school is timely and consistent.

Answer Options	Response Percent
Strongly Disagree	2.90%
Disagree	2.90%
Neutral	9.78%
Agree	43.12%
Strongly Agree	41.30%
answered question	276

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

Answer Options	Response Percent
Strongly Disagree	1.45%
Disagree	3.27%
Neutral	13.09%
Agree	42.55%
Strongly Agree	39.64%
answered question	275

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

Answer Options	Response Percent
Strongly Disagree	1.08%
Disagree	6.83%
Neutral	11.87%
Agree	47.84%
Strongly Agree	32.37%
answered question	278

9. am in agreement with the OCDE school program's priorities to improve technology, to increase parent and stakeholder engagement, and to prepare students to be college and career ready.

Answer Options	Response Percent
Strongly Disagree	1.10%
Disagree	0.37%
Neutral	11.36%
Agree	47.62%
Strongly Agree	39.56%
answered question	273

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

Answer Options	Response Percent
Strongly Disagree	0.36%
Disagree	4.68%
Neutral	14.75%
Agree	46.40%
Strongly Agree	33.81%
answered question	278

11. If you marked any item as “Strongly Agree” or “Strongly Disagree”, please share how the school can improve in this area. Below is a sample of comments:

- *“I have very good communication with the teachers.”*
- *”I strongly agree that my son is in a safe place because they are trying to help him with his behavior and academic progress.”*
- *“With more educational programs for parents and children, I would also like more sporting and social events to be available.”*
- *“I appreciate everything you do! We are grateful for ACCESS.”*

Parent Involvement

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

Answer Options	Response Percent
Yes	87.08%
No	12.92%
If yes, how did you meet:	
answered question	271

12 *continued*. If yes, how did you meet:

- *"In the classroom."*
- *"Conferences."*
- *"Parent Nights."*
- *"School Events."*
- *"IEPs."*
- *"Placement review meetings."*

13. I have been invited to participate in events for parents.

Answer Options	Response Percent
Yes	73.90%
No	26.10%
answered question	272

14. I have attended the following events:

- *"Open House."*
- *"Parent Class."*
- *"Parent Nights."*
- *"Art Fair."*
- *"Community meeting."*
- *"LCAP parent meeting."*
- *"College events."*

Technology

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

Answer Options	Response Percent
Yes	91.32%
No	8.68%
answered question	265

16. Do you have internet access at home?

Answer Options	Response Percent
Yes	89.43%
No	10.57%
answered question	265

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

Answer Options	Response Percent
Yes	74.81%
No	25.19%
answered question	262

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

Answer Options	Response Percent
Daily	55.51%
4-5 times/week	3.42%
2-3 times/week	11.41%
1 time/week	2.28%
Seldom	27.38%
answered question	263

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

Answer Options	Response Percent
Daily	53.01%
4-5 times/week	9.77%
2-3 times/week	14.66%
1 time/week	2.63%
Seldom	19.92%
answered question	266

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

Answer Options	Response Percent
Yes	64.15%
No	4.53%
I don't know	31.32%
answered question	265

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

Answer Options	Response Percent
Daily	42.98%
4-5 times/week	9.92%
2-3 times/week	3.31%
1 time/week	2.89%
Seldom	40.91%
answered question	242

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

Answer Options	Response Percent
Use the internet to find information	86.04%
Completes assignments on the computer	80.18%
Uses educational software	63.96%
Uses the computer for preparing reports	58.56%
Takes a classes online	56.31%
Completes assessments on the computer	54.05%
Other (Please Specify):	
answered question	222

23. Do you use e-mail?

Answer Options	Response Percent
Yes	77.90%
No	22.10%
answered question	267

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

Answer Options	Response Percent
Yes	58.96%
No	41.04%
answered question	268

25. Do you use text messaging?

Answer Options	Response Percent
Yes	87.59%
No	12.41%
answered question	266

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

Answer Options	Response Percent
Email	56.77%
Text Message	51.50%
Telephone	46.24%
U.S. Mail	13.53%
answered question	266

27. What is the location of your school site?

17 ACCESS school sites were listed.

28. I use the following social media sites:

Answer Options	Response Percent
Twitter	16.35%
Instagram	47.17%
Facebook	88.05%
Snapchat	18.87%
Other (please specify)	
answered question	159

Additional Comments

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

Answer Options	Response Percent
Technology	36.65%
Textbooks	28.27%
Truancy Assistance	24.08%
Homework Assistance	45.55%
Parent Events	30.37%
Improve School Communication	27.23%
Substance Abuse Assistance	19.37%
Other (please specify)	
answered question	**191**

29 continued. Other:

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

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

- *"I am grateful for everything that my children have received from the school."*
- *"The school should have some sort of forum for communication regarding supplemental events."*
- *"Thank you for supporting us with our children."*
- *"Need access to a parent portal as used by district schools."*
- *"Friendly and welcoming."*
- *"Very good people."*
- *"I love Skyview. It is great with both of my children."*

Local Control Accountability Plan *Student* Survey Results

May 2017

987 Total Surveys Received

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

Curriculum and Classes for the term

1. My school provides a good education for students.

Answer Options	Response Percent
Strongly Disagree	4.31%
Disagree	3.99%
Neutral	16.70%
Agree	46.55%
Strongly Agree	28.45%
answered question	928

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

Answer Options	Response Percent
Yes	55.93%
No	44.07%
answered question	919

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

Answer Options	Response Percent
Strongly Disagree	5.21%
Disagree	12.05%
Neutral	17.56%
Agree	43.90%
Strongly Agree	26.49%
answered question	672

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

Answer Options	Response Percent
Strongly Disagree	3.98%
Disagree	5.71%
Neutral	18.95%
Agree	43.70%
Strongly Agree	27.66%
answered question	929

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

Answer Options	Response Percent
Strongly Disagree	9.98%
Disagree	8.57%
Neutral	20.17%
Agree	36.33%
Strongly Agree	24.95%
answered question	922

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

Answer Options	Response Percent
Strongly Disagree	5.80%
Disagree	6.23%
Neutral	28.89%
Agree	37.81%
Strongly Agree	21.27%
answered question	931

7. I feel safe while at school.

Answer Options	Response Percent
Strongly Disagree	3.00%
Disagree	3.43%
Neutral	18.63%
Agree	46.90%
Strongly Agree	28.05%
answered question	934

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

Answer Options	Response Percent
Strongly Disagree	7.09%
Disagree	9.92%
Neutral	23.99%
Agree	39.37%
Strongly Agree	19.63%
answered question	917

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

Answer Options	Response Percent
Strongly Disagree	9.22%
Disagree	14.21%
Neutral	25.16%
Agree	36.77%
Strongly Agree	14.64%
answered question	922

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

Answer Options	Response Percent
Strongly Disagree	3.66%
Disagree	4.52%
Neutral	18.71%
Agree	44.62%
Strongly Agree	28.49%
answered question	*930*

11. My school provides textbooks and learning materials to meet my educational needs.

Answer Options	Response Percent
Strongly Disagree	2.58%
Disagree	1.61%
Neutral	13.24%
Agree	49.84%
Strongly Agree	32.72%
answered question	*929*

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

- *“Improve by providing more career courses, preparing for college.”*
- *“More student activities to be more involved with student learning.”*
- *“As for education, everything is fine, challenging work is always offered and teachers are incredibly encouraging.”*
- *“Buy more gym supplies, eat breakfast every morning, and let us take a break.”*

Technology

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

Answer Options	Response Percent
Yes	83.35%
No	16.65%
answered question	931

14. Do you use a computer device any time during the school day to work on assignments?

Answer Options	Response Percent
Yes	70.49%
No	29.51%
answered question	925

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

Answer Options	Response Percent
Yes	67.82%
No	32.18%
answered question	926

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

Answer Options	Response Percent
Home	93.12%
Work	16.31%
Library	39.63%
Friend's home	43.20%
Other (please specify)	
answered question	699

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

Answer Options	Response Percent
Daily	60.24%
4-5 times/week	5.18%
2-3 times/week	9.91%
1 time/week	4.41%
Seldom	20.26%
answered question	908

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

Answer Options	Response Percent
Daily	28.43%
4-5 times/week	10.62%
2-3 times/week	18.58%
1 time/week	13.83%
Seldom	28.54%
answered question	904

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

Answer Options	Response Percent
Use the internet to find information	64.91%
Complete assignments on the computer	66.55%
Use educational software	44.13%
Use the computer for writing	54.69%
Take a class online	33.92%
answered question 852	

Instruction

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

Answer Options	Response Percent
Yes	76.33%
No	23.67%
answered question	*904*

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

Answer Options	Response Percent
Yes	41.91%
No	58.09%
answered question	909

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

Answer Options	Response Percent
Daily	42.01%
2-3 times/week	19.55%
2-3 times/month	9.27%
Seldom	9.61%
Never	9.50%
Not Applicable	10.06%
answered question	895

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

Answer Options	Response Percent
Streams video through the computer	69.82%
Presents information, pictures or primary sources	71.09%
Presents a Power Point presentation	58.71%
Utilizes educational software programs	47.35%
Other (please specify)	
answered question	792

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

Answer Options	Response Percent
Twitter	30.50%
Instagram	78.96%
Facebook	64.48%
Snapchat	82.43%
Other (please specify)	
answered question	518

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

- *"Help us out, understand us, if we don't understand the work they give us."*
- *"One thing would be to have weekly meetings to go over what needs to be accomplished."*
- *"The school could make more classes available (harder classes) that need to be taken online."*
- *"Focus on students more one-on-one so they really understand what they are learning."*
- *"I feel like my school is great and is helping me achieve my credits and learning goals."*

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

- *"Having better food would be great."*
- *"You should give more students a choice, like, kids that are brought up harsh in life and have no guidance; try to save them."*
- *"More classroom supplies would be great."*
- *"You made my learning experience better."*

Local Control Accountability Plan *Instructional Staff* Survey Results

May 2017

135 Total Surveys Received

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

School Climate

1. I feel safe at school.

Answer Options	Response Percent
Strongly Disagree	1.50%
Disagree	12.03%
Agree	57.14%
Strongly Agree	29.32%
answered question	133

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

Answer Options	Response Percent
Strongly Disagree	2.22%
Disagree	18.52%
Agree	56.3%
Strongly Agree	22.96%
answered question	135

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

Answer Options	Response Percent
Strongly Disagree	0.74%
Disagree	15.56%
Agree	54.81%
Strongly Agree	28.89%
answered question	135

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

Answer Options	Response Percent
Strongly Disagree	3.70%
Disagree	9.63%
Agree	59.26%
Strongly Agree	27.40%
answered question	135

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

Answer Options	Response Percent
Strongly Disagree	2.99%
Disagree	6.72%
Agree	53.73%
Strongly Agree	36.57%
answered question	134

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

- *“We do not have many issues with students that are difficult to handle, but I would like to see more support for teachers when issues arise with parents.”*
- *“I believe we are doing an excellent job in terms of keeping our school sites safe and providing necessary support for teachers to facilitate the student learning of life lessons and academic lessons.”*
- *“I love working for ACCESS…thanks for all your support.”*

Instructional Technology

7. Do you use technology during your instruction?

Answer Options	Response Percent
Yes	86.15%
No	13.85%
answered question	130

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

Answer Options	Response Percent
Research	71.88%
Video Streaming	58.59%
Power Point	38.28%
Displaying Information	75.00%
Uploading a lesson	48.44%
Communication with students	55.47%
Other (please specify)	26.56%
answered question	128

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

Answer Options	Response Percent
Daily	33.59%
4-5 times per week	12.50%
2-3 times per week	18.75%
Once per week	12.50%
Seldom	22.66%
answered question	128

10. How often is technology incorporated into lessons?

Answer Options	Response Percent
Daily	35.66%
4-5 times per week	7.75%
2-3 times per week	23.26%
Once a week	14.73%
Seldom	18.60%
answered question	129

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

Answer Options	Response Percent
Use the Internet to find information	79.67%
Use educational software	56.10%
Take an online class	50.41%
Complete assignments	66.67%
Writing assignments	64.23%
Other (please specify)	21.14%
answered question	123

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

Answer Options	Response Percent
Use the Internet to find information	79.67%
Use educational software	56.10%
Take an online class	50.41%
Complete assignments	66.67%
Writing assignments	64.23%
Other (please specify)	21.14%
answered question	123

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

Answer Options	Response Percent
Defined STEM	10.68%
WorldBook Online	37.86%
Rosetta Stone	10.68%
Edmodo	61.17%
Smart Science	2.91%
Why Try	2.91%
All ACCESS Math	23.30%
GradPoint	56.31%
PCHS Online Classes	22.33%
Glencoe Science Resources	14.56%
answered question	103

Professional Development

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

14. Collections Series Online Publishing Training.

Answer Options	Response Percent
1 - Not Effective or useful	17.60%
2- Slightly effective or useful	16.80%
3- Somewhat effective and useful	20.80%
4-Effective and useful	16.80%
5 - Highly effective and useful	6.40%
N/A	21.60%
answered question	125

15. ProAct

Answer Options	Response Percent
1 - Not Effective or useful	18.40%
2- Slightly effective or useful	12.00%
3- Somewhat effective and useful	16.00%
4-Effective and useful	22.40%
5 - Highly effective and useful	8.00%
N/A	23.20%
answered question	125

16. UDL

Answer Options	Response Percent
1 - Not Effective or useful	12.70%
2- Slightly effective or useful	16.67%
3- Somewhat effective and useful	17.46%
4-Effective and useful	32.54%
5 - Highly effective and useful	12.70%
N/A	7.94%
answered question	126

17. Restorative Justice

Answer Options	Response Percent
1 - Not Effective or useful	12.90%
2- Slightly effective or useful	4.84%
3- Somewhat effective and useful	10.48%
4-Effective and useful	11.29%
5 - Highly effective and useful	5.65%
N/A	54.84%
answered question	124

18. Gradpoint

Answer Options	Response Percent
1 - Not Effective or useful	10.40%
2- Slightly effective or useful	9.60%
3- Somewhat effective and useful	22.40%
4-Effective and useful	21.60%
5 - Highly effective and useful	11.20%
N/A	24.80%
answered question	124

19. CAASOO Training for Smarter Balanced (English/Math) and Science CST Assessments

Answer Options	Response Percent
1 - Not Effective or useful	8.80%
2- Slightly effective or useful	17.60%
3- Somewhat effective and useful	19.20%
4-Effective and useful	35.20%
5 - Highly effective and useful	7.20%
N/A	12.00%
answered question	125

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

Answer Options	Response Percent
1 - Not Effective or useful	9.68%
2- Slightly effective or useful	11.29%
3- Somewhat effective and useful	20.97%
4-Effective and useful	27.42%
5 – Highly effective and useful	15.32%
N/A	15.32%
answered question	124

21. List Other Staff Developments Attended

- *"Special education workshops."*
- *"Constructing Meaning."*
- *"GLAD."*
- *"NGSS."*
- *"Growth Mindstep."*
- *"Close Reading."*
- *"Gang Awareness."*
- *"All ACCESS Staff Day."*

Local Control Accountability Plan

Please use the rating scale for the Local Control Accountability Plan (LCAP) areas:
1 – No evidence, 2 – Some Evidence, 3 – Clear Evidence

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

Answer Options	Response Percent
1 - No evidence	21.43%
2- Some evidence	25.40%
3- Clear evidence	45.24%
N/A	7.94%
answered question	126

23. Better connectivity and speed for technology.

Answer Options	Response Percent
1 - No evidence	22.22%
2- Some evidence	27.78%
3- Clear evidence	46.03%
N/A	3.97%
answered question	126

24. Increase in parent participation in the educational process.

Answer Options	Response Percent
1 - No evidence	25.00%
2- Some evidence	38.71%
3- Clear evidence	22.58%
N/A	13.71%
answered question	124

25. Increased implementation of California State Standards

Answer Options	Response Percent
1 - No evidence	12.10%
2- Some evidence	38.71%
3- Clear evidence	46.77%
N/A	4.80%
answered question	124

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

Answer Options	Response Percent
1 - No evidence	13.60%
2- Some evidence	35.20%
3- Clear evidence	46.40%
N/A	4.80%
answered question	125

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

Answer Options	Response Percent
1 - No evidence	22.58%
2- Some evidence	39.52%
3- Clear evidence	22.00%
N/A	12.90%
answered question	124

28. Increased student participation on the CAASPP tests.

Answer Options	Response Percent
1 - No evidence	12.00%
2- Some evidence	43.20%
3- Clear evidence	32.80%
N/A	12.00%
answered question	125

29. Increased and expanded support services for students.

Answer Options	Response Percent
1 - No evidence	10.40%
2- Some evidence	46.40%
3- Clear evidence	40.48%
N/A	2.40%
answered question	125

30. Consistent use of adopted curriculum throughout ACCESS.

Answer Options	Response Percent
1 - No evidence	12.00%
2- Some evidence	52.80%
3- Clear evidence	29.60%
N/A	5.60%
answered question	125

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

Answer Options	Response Percent
1 - No evidence	15.87%
2- Some evidence	53.17%
3- Clear evidence	23.02%
N/A	7.94%
answered question	126

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

May 2017

52 Total Surveys Received

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

Workplace Climate

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

Answer Options	Response Percent
Strongly Agree	39.2%
Agree	56.9%
Disagree	2.0%
Strongly Disagree	2.0%
answered question	51

2. I am receiving support in my professional development.

Answer Options	Response Percent
Strongly Agree	29.2%
Agree	58.3%
Disagree	6.3%
Strongly Disagree	6.3%
answered question	48

3. I feel safe at work.

Answer Options	Response Percent
Strongly Agree	28.6%
Agree	65.3%
Disagree	8.2%
Strongly Disagree	0.0%
answered question	49

4. The workplace is clean and in good condition.

Answer Options	Response Percent
Strongly Agree	36.0%
Agree	52.0%
Disagree	10.0%
Strongly Disagree	2.0%
answered question	50

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

- *"Please offer more workshops/trainings that all staff can participate in."*
- *"Classroom, school office, and restroom need to be cleaned and empty trash every day."*
- *"I believe that further and genuine collaboration should be implemented between programs and ACCESS."*

Instructional Technology

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

Answer Options	Response Percent
Yes	85.11%
No	14.89%
answered question	47

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

Answer Options	Response Percent
Daily	42.6%
4-5 times per week	10.6%
2-3 times per week	10.6%
Once a week	8.5%
Seldom	14.9%
Not aware of student use of technology in class	12.8%
answered question	47

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

Answer Options	Response Percent
Use the internet to find information	64.4%
Use an educational software	62.2%
Take a class online	48.9%
Use a computer or other technological device for writing assignments	73.3%
Not aware of student use of technology in class	11.1%
answered question	45

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

Answer Choices –	Responses –
– Defined STEM	6.98% 3
– WorldBook Online	18.60% 8
– Rosetta Stone	39.53% 17
– Edmodo	23.26% 10
– Smart Science	4.65% 2
– Why Try	2.33% 1
– All ACCESS Math	27.91% 12
– GradPoint	81.40% 35
– PCHS Online Classes	32.56% 14
– Glencoe Science Resources	11.63% 5
– Not aware of educational software or resources used by students in class	0.00% 0
– Responses Other (please specify)	23.26% 10
Total Respondents: 43	

Local Control Accountability Plan

Please use the rating scale for the Local Control Accountability Plan (LCAP) areas:
1 – No evidence, 2 – Some Evidence, 3 – Clear Evidence

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

Answer Options	Response Percent
1 - No evidence	4.55%
2- Some evidence	29.55%
3- Clear evidence	50.00%
Not Aware	15.91%
answered question	44

11. Better connectivity and speed for technology.

Answer Options	Response Percent
1 - No evidence	29.55%
2- Some evidence	38.64%
3- Clear evidence	25.00%
Not Aware	6.82%
answered question	44

12. Increase in parent participation in the educational process.

Answer Options	Response Percent
1 - No evidence	13.95%
2- Some evidence	51.16%
3- Clear evidence	18.60%
Not Aware	16.28%
answered question	43

13. Increased implementation of California State Standards

Answer Options	Response Percent
1 - No evidence	0.00%
2- Some evidence	35.71%
3- Clear evidence	42.86%
Not Aware	21.43%
answered question	42

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

Answer Options	Response Percent
1 - No evidence	13.60%
2- Some evidence	35.20%
3- Clear evidence	46.40%
Not Aware	4.80%
answered question	39

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

Answer Options	Response Percent
1 - No evidence	2.44%
2- Some evidence	56.10%
3- Clear evidence	19.51%
Not Aware	21.95%
answered question	41

16. Increased student participation on the CAASPP tests.

Answer Options	Response Percent
1 - No evidence	7.32%
2- Some evidence	41.46%
3- Clear evidence	21.95%
Not Aware	29.27%
answered question	41

17. Increased and expanded support services or students.

Answer Options	Response Percent
1 - No evidence	4.55%
2- Some evidence	34.09%
3- Clear evidence	45.45%
Not Aware	15.91%
answered question	44

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

Answer Options	Response Percent
1 - No evidence	11.63%
2- Some evidence	39.53%
3- Clear evidence	18.60%
Not Aware	30.23%
answered question	43

19. Share your comments here.

- *"Not all teachers inform parents about students' progress. If teachers don't utilize the services in place, students don't utilize them either. We have plenty of resources, but teachers are not using them."*
- *"The bandwidth that some of the schools have received is not enough for a full class of 25 to be on the internet."*

Local Control Accountability Plan *Special Schools Parent* Survey Results

Spring 2017

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

Educational Program

1. My family is respected and included as a partner in my child's education.

Answer Options	Response Percent
Strongly Disagree	0.00%
Disagree	0.93%
Uncertain	2.31%
Agree	33.80%
Strongly Agree	62.04%
No Applicable	0.93%
answered question	216

2. The educational program/instruction is focused on my child's individual needs.

Answer Options	Response Percent
Strongly Disagree	2.25%
Disagree	2.25%
Uncertain	4.49%
Agree	91.01%
Strongly Agree	0.00%
No Applicable	0.00%
answered question	89

3. My child is making satisfactory progress toward his/her goals/objectives.

Answer Options	Response Percent
Strongly Disagree	0.00%
Disagree	1.38%
Uncertain	11.47%
Agree	39.45%
Strongly Agree	47.71%
No Applicable	0.00%
answered question	218

4. I am satisfied with my child's educational program.

Answer Options	Response Percent
Strongly Disagree	0.46%
Disagree	1.38%
Uncertain	7.80%
Agree	32.57%
Strongly Agree	57.80%
No Applicable	0.00%
answered question	218

5. The classroom staff maintains high expectations for my child.

Answer Options	Response Percent
Strongly Disagree	0.47%
Disagree	0.93%
Uncertain	7.91%
Agree	35.35%
Strongly Agree	55.35%
No Applicable	0.00%
answered question	215

6. My child receives appropriate opportunities to participate in the general education curriculum.

Answer Options	Response Percent
Strongly Disagree	0.93%
Disagree	0.93%
Uncertain	10.23%
Agree	40.00%
Strongly Agree	41.40%
No Applicable	6.51%
answered question	215

7. My child receives appropriate opportunities to interact with non-disables peers.

Answer Options	Response Percent
Strongly Disagree	1.87%
Disagree	1.87%
Uncertain	20.09%
Agree	31.78%
Strongly Agree	39.25%
No Applicable	5.14%
answered question	214

8. The staff in my child's classroom provide for a safe place for my child to learn.

Answer Options	Response Percent
Strongly Disagree	0.46%
Disagree	0.00%
Uncertain	2.75%
Agree	37.61%
Strongly Agree	59.17%
No Applicable	0.00%
answered question	218

Parent Education & Support

9. The teacher and administration listen and respond to my concerns, questions and ideas.

Answer Options	Response Percent
Strongly Disagree	0.00%
Disagree	0.47%
Uncertain	4.19%
Agree	35.35%
Strongly Agree	60.00%
No Applicable	0.00%
answered question	215

10. I receive help from the school principal and/or county administration when I ask for it.

Answer Options	Response Percent
Strongly Disagree	0.47%
Disagree	0.95%
Uncertain	5.69%
Agree	34.12%
Strongly Agree	54.98%
Not Applicable	3.79%
answered question	211

11. I receive information about parent training and support opportunities.

Answer Options	Response Percent
Strongly Disagree	0.47%
Disagree	2.36%
Uncertain	12.26%
Agree	31.13%
Strongly Agree	44.81%
Not Applicable	8.96%
answered question	212

12. My child's teacher assists me with instructional or skills activities for the home.

Answer Options	Response Percent
Strongly Disagree	1.44%
Disagree	2.40%
Uncertain	9.13%
Agree	32.69%
Strongly Agree	45.67%
Not Applicable	8.65%
answered question	208

Curriculum

13. Specialist staff (e.g., speech therapy, vision/hearing, adapted P.E., occupational therapy) are effective in helping my child make progress.

Answer Options	Response Percent
Strongly Disagree	0.00%
Disagree	0.92%
Uncertain	5.99%
Agree	40.09%
Strongly Agree	52.53%
Not Applicable	0.46%
answered question	217

14. The staff in my child's class addresses student behavioral needs.

Answer Options	Response Percent
Strongly Disagree	1.41%
Disagree	0.00%
Uncertain	6.10%
Agree	37.09%
Strongly Agree	53.99%
Not Applicable	1.41%
answered question	213

15. I feel that all of my child's educational needs are being addressed.

Answer Options	Response Percent
Strongly Disagree	0.48%
Disagree	1.90%
Uncertain	9.05%
Agree	39.05%
Strongly Agree	49.05%
Not Applicable	0.48%
answered question	210

16. There are sufficient materials and resources to meet the needs of the students in my child's class.

Answer Options	Response Percent
Strongly Disagree	0.48%
Disagree	1.44%
Uncertain	10.53%
Agree	38.28%
Strongly Agree	49.28%
Not Applicable	0.00%
answered question	209

Technology

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

Answer Options	Response Percent
Yes	90.6%
No	9.4%
answered question	212

18. Do you have internet access at home?

Answer Options	Response Percent
Yes	93.36%
No	6.64%
answered question	211

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

Answer Options	Response Percent
Yes	73.79%
No	26.21%
answered question	206

20. How often do you use the computer?

Answer Options	Response Percent
Daily	69.73%
4-5 Times/Week	8.11%
2-3 Times/Week	21.08%
Seldom	1.08%
answered question	185

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

Answer Options	Response Percent
Daily	50.74%
4-5 Times/Week	12.50%
2-3 Times/Week	36.76%
Seldom	0.00%
answered question	136

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

Answer Options	Response Percent
Yes	45.64%
No	7.18%
I Don't Know	47.18%
answered question	195

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

Answer Options	Response Percent
Daily	69.51%
2-3 Times/Week	25.61%
2-3 Times/Month	4.88%
I don't know	0.00%
answered question	82

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

Answer Options	Response Percent
Use the internet to find information	25.21%
Uses an educational software	20.59%
Takes classes online	4.20%
Completes assignments on the computer	13.45%
Uses the computer for word processing	11.76%
Completes assessments on the computer	9.24%
Other	15.55%
answered question 238	

25. Do you use e-mail?

Answer Options	Response Percent
Yes	79.38%
No	12.89%
I Don't Know	7.73%
answered question	194

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

Answer Options	Response Percent
Yes	44.83%
No	52.71%
I Don't Know	2.46%
answered question	203

27. Do you use text messaging?

Answer Options	Response Percent
Yes	77.07%
No	21.95%
I Don't Know	0.98%
answered question	205

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

Answer Options	Response Percent
Email	27.24%
Text Message	29.41%
Telephone	43.34%
answered question	323

29. I use the following social media sites (check all that apply)

Answer Options	Response Percent
Twitter	6.14%
Instagram	19.74%
Facebook	52.63%
Snapchat	8.33%
Other	13.16%
answered question	228

Local Control Accountability Plan *Special Schools Student* Survey Results

Spring 2017

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

Curriculum and Classes for the term

1. My school provides a good education for students.

Answer Options	Response Percent
Strongly Disagree	1.14%
Disagree	1.14%
Neutral	18.18%
Agree	42.05%
Strongly Agree	37.50%
answered question	88

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

Answer Options	Response Percent
Yes	78.69%
No	21.31%
answered question	61

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

Answer Options	Response Percent
Strongly Disagree	0.00%
Disagree	7.59%
Neutral	16.46%
Agree	43.04%
Strongly Agree	32.91%
answered question	29

3. My school is preparing me for my future.

Answer Options	Response Percent
Strongly Disagree	0.00%
Disagree	4.49%
Neutral	14.61%
Agree	41.47%
Strongly Agree	39.33%
answered question	89

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

Answer Options	Response Percent
Strongly Disagree	6.67%
Disagree	12.22%
Neutral	26.67%
Agree	30.00%
Strongly Agree	24.44%
answered question	90

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

Answer Options	Response Percent
Strongly Disagree	2.30%
Disagree	11.49%
Neutral	18.39%
Agree	31.03%
Strongly Agree	36.78%
answered question	87

6. I feel safe while at school.

Answer Options	Response Percent
Strongly Disagree	1.14%
Disagree	1.14%
Neutral	18.18%
Agree	42.05%
Strongly Agree	37.50%
answered question	88

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

Answer Options	Response Percent
Strongly Disagree	1.18%
Disagree	9.41%
Neutral	23.53%
Agree	36.47%
Strongly Agree	29.41%
answered question	85

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

Answer Options	Response Percent
Strongly Disagree	3.41%
Disagree	10.23%
Neutral	22.73%
Agree	38.64%
Strongly Agree	25.00%
answered question	88

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

Answer Options	Response Percent
Strongly Disagree	4.76%
Disagree	13.10%
Neutral	14.29%
Agree	38.10%
Strongly Agree	29.76%
answered question	84

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

Answer Options	Response Percent
Strongly Disagree	0.00%
Disagree	2.30%
Neutral	25.29%
Agree	28.74%
Strongly Agree	43.68%
answered question	87

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

Technology

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

Answer Options	Response Percent
Yes	87.88%
No	12.12%
answered question	66

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

Answer Options	Response Percent
Yes	72.31%
No	27.69%
answered question	65

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

Answer Options	Response Percent
Yes	77.78%
No	22.22%
answered question	63

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

Answer Options	Response Percent
Home	48.6%
Work	3.5%
Library	15.3%
Friend's Home	25.0%
Other	7.6%
answered question	144

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

Answer Options	Response Percent
Daily	55.2%
4-5 times/week	12.6%
2-4 times/week	11.5%
1 time/week	2.3%
Seldom	18.4%
answered question	87

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

Answer Options	Response Percent
Daily	33.3%
4-5 times/week	14.3%
2-4 times/week	32.1%
1 time/week	8.3%
Seldom	11.9%
answered question	84

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

Answer Options	Response Percent
Use the internet to find information	27.1%
Use an educational software	23.8%
Complete assignments on the computer	26.4%
Use the computer for writing	22.7%
answered question 277	

Instruction

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

Answer Options	Response Percent
Yes	94.25%
No	5.75%
answered question	87

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

Answer Options	Response Percent
Daily	70.79%
2-3 time/wk	17.98%
2-3 times/Month	4.49%
Seldom	5.62%
Never	1.12%
answered question	89

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

Answer Options	Response Percent
Streams video through the computer	24.42%
Presents a Power Point presentation	26.07%
Presents information, pictures or primary sources	25.74%
Utilizes educational software programs	23.76%
answered question 303	

20 (continued) I use the following social media sites (choose all that apply):

Answer Options	Response Percent
Twitter	7.50%
Instagram	26.50%
Facebook	27.50%
Snapchat	30.00%
Other	8.50%
answered question	200

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

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

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

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