

District Name: Orange County Department of Education **CD Code:** 3010306

LOCAL EDUCATION AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit an electronic copy of your completed LEA Plan Addendum to CDE at LEAP@cde.ca.gov. If you have any questions regarding the LEA Plan Addendum, please contact Jacqueline Matranga, Education Programs Consultant, District Innovation and Improvement Office by e-mail at JMatranga@cde.ca.gov, or Jane Liang, Education Programs Consultant, District Innovation and Improvement Office by e-mail at JLiang@cde.ca.gov.

The LEA Plan Addendum **must be submitted to the CDE no later than Tuesday, April 19, 2016**. The LEA Plan Addendum should:

ORANGE COUNTY DEPARTMENT OF EDUCATION

LEA PLAN ADDENDUM

(with Appendices)

2016-2017

1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Program Overview

The Orange County Department of Education (OCDE) serves one of the largest at-risk student populations in all of the 58 counties in California. Our WASC-accredited alternative education program, known as **ACCESS**, (**A**lternative, **C**ommunity, and **C**orrectional **E**ducation **S**chools and **S**ervices) serves our county's most at-risk students who have not been successful in traditional school environments. We serve an average daily attendance of approximately 7,000 students from across our county while serving approximately 13,000 students annually.

In addition, we also operate school serving students with severe physical and cognitive disabilities. (See Appendix for more WASC-related information.)

OCDE is comprised of four unique school programs serving specific student populations:

- *ACCESS Community School Programs* are most often a short-term placement for students who are highly transient due to truancy, expulsion, drug use, gang affiliation, adjudication, teen pregnancy/teen parenting, homelessness, and foster youth placements. These students are often credit deficient, disenfranchised, and have significant gaps in their knowledge of core academic skills. There are two educational options within the ACCESS Community School Program to best meet the needs of our students: day school programs and contract learning/independent study programs.*
- *ACCESS Juvenile Court School Programs* serves adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These students are wards of the court and are often transferred between juvenile court schools as a result of Probation or Social Service Department guidelines. The average stay within these facilities is between 30 and 60 days. However, a small group of incarcerated students receive longer commitment times and remain in custody three to four years, and may stay in these programs up to the age of 22.*

- *ACCESS Orange County Community Schools*, known as Community Home Education Program (TK-8) and Pacific Coast High School (9-12), are the Orange County Department of Education's independent study programs supporting parents and students who want or need an alternative approach to a traditional brick and mortar school. Pacific Coast High School is a UC-approved and National Collegiate Athletic Association-accredited program.*
- *Special Schools and Programs* serves students with severe physical and cognitive disabilities that present challenges to academic progress. Included in this group are also students with severe emotional disabilities that interfere with academic achievement. Students served in the Deaf and Hard of Hearing (D/HH) programs are integrated into general education core academic subjects as appropriate.

ACCESS is organized into Administrative Units (AUs) throughout the county in order to support students and provide partnerships with the local school districts. Each AU has an administrative team which consists of a Program Administrator or Principal, and Assistant Principal(s), as well as a team of support staff. The AU administrators work closely together under the supervision of the ACCESS Directors and the Assistant Superintendent of Alternative Education.

English learners (ELs) represents approximately 35% of the overall student population within three of the four programs described above, making them a high priority focus. Over 47% of the population enrolled within ACCESS is classified as either EL or FEP.

Our highly mobile student population creates challenges in regards to meeting NCLB targets for both testing participation rates and students achievement (Adequate Yearly Progress). This is especially true within the juvenile court system, which transfers students between county institutions and community schools as deemed necessary. For many students, these transitions happen often and without prior notice.

1. Discuss the Results of the Assessments Used to Determine the Teaching and Learning Needs of the Schools and the District

The following learning needs for our students are based upon state assessment results, including California English Language Development Test (CELDT), and California Assessment of Student Performance and Progress (CAASPP); stakeholder surveys; input from staff, students, and parents; collaborative meetings with partner agencies; classroom observations; and alignment with strategic priorities developed by the Orange County Department of Education:

- CELDT assessment results for the ACCESS Community and Juvenile Institution Schools reveal that 24.3% of English Learner (EL) students were fluent English proficient, and 12.9% of EL students were redesignated as Fluent English Proficient (R-FEP). In addition, our target for annual progress on the Annual Measurable Assessment Outcomes (AMAO) has been met for the past four years.

- CAASPP assessment results for English Language Arts (ELA) and Math indicate that 90% of the student population tested is scoring at the “Nearly Met” or “Not Met” level.
- 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. In order to accommodate this enhanced use of technology, additional devices, educational software programs, and staff are needed as determined by current device-to-student ratios, as well as student and staff surveys.
- Recognizing that research indicates parent engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders are needed.
- Additional grant funding and community partnerships will result in greater opportunities and services to meet the health, counseling, and life readiness needs of students, which aligns with OCDE’s Strategic Priority 8 - The Whole Child. These additional resources will support students in the areas of basic life needs, character development, and co-curricular activities.
- The Facility Inspection Tool (FIT) and the Monthly Safety Report allow us to monitor the quality of our school site facilities. Providing a safe environment for students and staff creates a positive school climate and a welcoming environment to parents and stakeholders.
- Increased coordination and communication of services with Orange County Social Services Agency (SSA) and Lyon School staff to effectively serve foster youth as determined by collaboration between SSA and Foster Youth Services. Based on input from district Foster Youth Liaisons, there is a need for increased coordination and communication of services with community partners to effectively serve foster youth by increasing school stability and maintaining accurate school data.
- Staff training, curriculum development, current and standards-aligned instructional materials, Project-Based Learning (PBL), improved writing strategies and resources, and additional support services are needed to allow students, including ELs, to become college, career, and life-ready, and improve assessment results on CELDT, CAASPP, and formative assessments.
- Specialized staff training and improved behavioral management techniques are needed to allow students to become independent and life-ready, as determined by administrator, staff, and parent input during meetings and on surveys.
- A review of the students being referred for clinical services indicates a need for highly qualified staff who offer engaging support services, effectively address students’ behavioral and instructional needs, and provide consistent intervention services.

2. Identify Academic Priorities

The OCDE identified academic priorities encompass three targeted areas: Technology, Stakeholder/Family Engagement, and Career, College, and Life-Readiness:

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

- Increase bandwidth connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.
- 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.

Academic Priority B: Increase parent and stakeholder engagement as well as collaboration to support student learning by the following:

- 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.
- Identify, develop, and/or renew partnerships as well as increase stakeholder and agency linkages to increase services and resources to students, focusing on health, counseling, and life skills.
- 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.
- Develop and implement a Foster Youth Services Plan (FYSP), a document that includes contact information, academic information, and specific school information regarding the transitional needs for foster youth.
- Systematize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services.

Academic Priority C: Students will increase competencies that prepare them for success in college, career, and life by the following:

- 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.
- 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.

- Expand instructional and behavioral interventions and support services to address the critical needs of students.
- Develop a school Progressive Discipline Plan.

3. Discuss why the Prior LEA Plan was not Successful

The following factors contributed to the challenges experienced in implementing the prior LEA Plan:

- Many ACCESS students perform at “Nearly Met” or “Not Met” level on the California Standards Tests and demonstrate minimal core academic skill development.
- ACCESS students demonstrate unpredictable attendance and high rates of truancy.
- ACCESS students are enrolled for far shorter periods of “continued” enrollment than would be characteristic of a traditional district program.
- ACCESS has not fully implemented a uniform standards-aligned curriculum and a “Systematic ELD” instructional curriculum designed to support the acquisition of English, throughout all of the administrative units (AUs).
- Over the past three years, ACCESS provided training and ongoing support for Scantron, an assessment system that measures short-term student achievement, which is necessary given the high mobility rates of our student population. Due to the high mobility and short term nature of our student population, a more systematic approach to the use of Scantron for pre- and post- testing is needed. While our implementation has improved, there is still a need for growth, particularly in the area of post testing. A more pervasive use of Scantron will provide growth targets that will make it easier to identify effective practices and modify curriculum in a timely manner to enhance rapid skill acquisition.
- There is a need for more intensive, consistent, and ongoing professional development for staff in delivering specialized instruction targeting the core academic needs of our high priority student populations (ELs, special education students, and students with truancy/attendance issues).
- Teachers need to effectively implement the instructional strategies shared during staff development opportunities and meetings to address the language acquisition needs of ELs, low achieving students, and students with significant disabilities.
- With the implementation of the Local Control Funding Formula (LCFF), districts are referring students with more significant attendance, behavior, and learning needs. Consequently, the educational challenges are greater and students are further behind academically.

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

The following achievement goals and targets for all students, including student groups identified as not making Adequate Yearly Progress (AYP), are the following:

- Lower the drop-out rate from 7.1% to 6.8%
- Improve the attendance rate from 72.9% to 75%
- Improve 63.5% of EL students advance at least one level on the CELDT
- Increase the graduation rate of 83.25% to 83.5%
- Increase from 81% to 83% the number of students with the most significant disabilities who are offered post-school services
- Improve participation on the CAASPP by 1%

In our ACCESS program, students are highly transitory and measuring academic progress is a challenge for students who are in the program for only a short period of time. Consequently, the better indicators of academic achievement are measured by how well students engage and participate in the school program. Working to achieve these goals and targets will focus our instruction and provide evidence that students are more actively engaged in their learning, and thus, better equipped to make academic gains.

For our students in the OCDE Special Schools program achievement goals target the ability of students to live independently following completion of the program. Therefore, the most significant measurable outcome is indicated by the number of students who are offered post-school services, which can include specialized healthcare, access to post-secondary education and employment, and help in obtaining community resources.

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

To support the achievement goals and targets of EL students, ACCESS teachers employ two strategies: Designated English Language Development (ELD) using the Monthly English Language Development (MELD) curriculum and Integrated ELD using

an approach called *Constructing Meaning (CM)*[™]. Both integrated and designated ELD are highlighted as current, best practices for ELs in California's 2014 English Language Arts (ELA)/English Language Development (ELD) Framework. The ACCESS EL Services team and several English Language Development Assistants (ELDAs) work directly with teachers and support academic language production in classrooms.

ACCESS teachers provide designated ELD through the use of the MELD curriculum, which emphasizes academic English production (speaking and writing), as well as listening and reading. The MELD curriculum consists of six, two-month-long functions (see Chart 1) throughout the year:

Chart

Dates	Function
January – February	Explain and Describe
March – April	Sequencing Events
May – June	Workplace Communications
July – August	Proposition and Support
September – October	Compare and Contrast
November – December	Cause and Effect

Our functional approach to language learning in designated ELD mirrors our approach to integrated ELD (*CM*) so students will ultimately learn the functional language needed for success in college, career, and life. Further, the MELD curriculum is based on the above common language functions and is written for the majority of ELs in ACCESS: 7th-12th graders who are Intermediate and above on the California English Language Development Test (CELDT). In our designated ELD, students interact in meaningful ways and learn how English works and explore meaningful and current texts that surround an essential question corresponding to each language function. MELD also targets the Common Core anchor standards for college and career readiness.

For elementary ELs, Systematic ELD materials and resources are available for Beginner-Intermediate-level ELs in grades K-6. For adolescent and adult Beginner-Intermediate level students, ACCESS teachers use several textbooks including (a) *Longman ESL Literacy*, (b) *Foundations*, (c) *Future - English for Results*, and (d) *the Oxford Picture Dictionary* and accompanying workbooks.

For Integrated ELD, ACCESS teachers implement *Constructing Meaning (CM)*, a model that includes lesson planning templates (Backwards Design), instructional strategies (including the Gradual Release Model), and tools that support ELs in academic speaking, note-making, and writing. The model also contains mechanisms for teachers and administrators to analyze data in a continuous improvement cycle (i.e., classroom walk-through and teacher reflection tools).

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<ul style="list-style-type: none"> The Truancy Response Project is a multi-agency program designed to target chronically truant youth. The program provides a progression of intervention actions up to and including formal court action. A formal, uniform process, implemented across all applicable AUs, is currently being developed. Continue to purchase and use appropriate intervention instructional materials and software programs, such as Revolution Prep, Targeted Math Instruction, Defined STEM, WorldBook Online, Smart Science, Rosetta Stone, MELD, and Systematic Academic Vocabulary Instruction (SAVI) to meet the needs of students performing below grade level. District-wide implementation of Systematic ELD curriculum designed to support the acquisition of English via Monthly English Language Development (MELD). Specially-trained teacher leaders provide coaching, mentoring, and ongoing classroom-based support. 	<p>ACCESS Program Administrators, Truancy and Recovery Technician, School Nurse, Clinicians, Outreach Teachers, District Attorney, Parents</p> <p>ACCESS Administration, ACCESS Curriculum Committees, Regional EL Liaisons, Lead Math Coaches, EL Services staff, and Educational Technology User Support Assistant</p> <p>ACCESS Administration, Regional EL Liaisons, English Language Arts Curriculum</p>	<p>Attendance data is collected daily; multi-agency/truancy court meets weekly; and, School Attendance Review Board (SARB) meets monthly</p> <p>Licenses are purchased annually, and instructional materials are used by staff daily/weekly</p> <p>Quarterly rollout of MELD curriculum, daily use in classrooms, and bi-monthly staff</p>	<p>\$125,733 (LCFF funds)</p> <p>\$76,289 (LCFF funds)</p> <p>Title III funds</p>

<ul style="list-style-type: none"> The ongoing implementation of Pearson Performance Series (Scantron) as a pre- and post- assessment tool for the purpose of identifying students requiring strategic or intensive intervention in English/reading language arts and mathematics and to place them in appropriate classes. This consistent, division-wide use of Scantron post-testing provides ACCESS with a way to measure short-term student achievement by establishing growth targets. Thus making it possible to identify effective practices and modify curriculum (program/instructional practice) in a timely manner. We purchased the Educator's Assessment Data Management System (EADMS). This database allows us to move from data collection to in-depth analysis to assist in instructional and curricular planning, establishing staff development priorities, and in measuring current academic programs for impact and effectiveness. Working as a complement to our student information system, Aeries, EADMS will give administrators and staff access to student achievement data and provide the ability to create fast, accurate, and flexible reports at student, site, administrative unit, and district levels. Continued purposeful, targeted, and sustained district-wide professional development in the implementation of state adopted, local board approved standards-aligned curriculum, strategies for differentiation and universal access for EL students, and specialized instructional pedagogy for meeting the academic deficiencies associated with truant and/or special education students. This professional development includes training on the 	<p>Committee, EL Services staff, ACCESS teachers</p> <p>ACCESS Attendance and Records office, Assessment and Accountability office, and ACCESS teachers</p> <p>ACCESS Administrators and teachers, ACCESS Attendance and Records office, Assessment and Accountability office, EL Services staff</p> <p>ACCESS Administrators and teachers, Assessment and Accountability office, and English Language</p>	<p>development regarding MELD</p> <p>Annual renewal of Scantron Performance Series, and students assessed upon enrollment and reassessed every 90 days</p> <p>Information is uploaded daily from Aeries to EADMS, and staff have access to the information</p> <p>Instructional materials purchased May 2016, and training for staff in July and August 2016</p>	<p>\$56,500 (LCFF funds)</p> <p>\$13,000 (LCFF funds)</p> <p>\$600,000 (Curriculum & Learning Flex funds)</p>
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<p>newly-adopted Collections Series for standards-aligned curriculum in English Language Arts implemented in Grades 6-12.</p> <ul style="list-style-type: none"> Continue Unique Learning System (ULS) and News 2 You and utilize additional supplemental software programs and curricular and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character (the 5 C's) into student activities and assignments. Student Annual Needs Determination Inventory (SANDI), a web-based student assessment and progress monitoring tool, will be implemented beginning September 2016. 	Arts curriculum committee		
	Special Schools Administrators and teachers	Ongoing use of these supplemental programs	\$20,000 (Assessment Flex funds)
	Special Schools Administrators and teachers	Train Special Schools staff in August 2016 on SANDI and begin implementation in September 2016	\$25,000 (Assessment Flex funds)

5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<p>Professional Development within ACCESS is planned based on CELDT and CAASPP student achievement data, as well as a variety of staff surveys in individual subject areas that cover staff strengths, needs, and student interests:</p> <ul style="list-style-type: none"> ACCESS continues to develop the infrastructure and supports necessary to deliver the current standards-aligned English-language arts curriculum of Character Based Literacy (CBL) and the Collections Series across the division. This will be accomplished through the following: bi-monthly CBL liaisons 	Assessment and Accountability office, CBL Liaisons, and ACCESS	Bi-monthly calendar of meetings for ELA/CBL, monthly	\$69,500 (LCFF funds)

<p>and English Language Arts committee meetings that introduce quarterly themes, novels, curriculum, and develop strong teaching practices as they relate to CBL; monthly administrator meetings to review upcoming curriculum; and support for CBL liaisons within each region who serve as resources, coaches, and model teachers to support curricular fidelity and ensure quality student outcomes.</p> <ul style="list-style-type: none"> To encourage teacher leadership, four Teachers on Special Assignment (TOSAs) have been selected to support the core subject areas of English Language Arts, Social Science, Math, and Science. These positions will provide coaching to teachers, curriculum development and unit design, and model effective instructional techniques and strategies. Teacher Induction provides two-years of reflective teaching support as well, pairing veteran teachers with teachers who have preliminary credentials. All ACCESS Staff Development event Staff from the Title I Transition Program attended the “Support Access to Higher Education for Immigrant and Undocumented students” conference hosted by the Center for Excellence in School Counseling and Leadership. Attendance at the conference provided staff with education on the challenges facing immigrant and undocumented youth and offered resources they can use to assist youth in attending college and preparing for the future. Family Community Liaisons attended quarterly staff development meetings designed to address topics of interest to families, provide program updates, and highlight community 	<p>Administrators</p> <p>TOSAs, Curriculum Committees, and Curriculum and Learning office</p> <p>OCDE Institute for Leadership Development, Mentor Teachers Assistant Superintendent of ACCESS, ACCESS Administrators, ACCESS staff</p> <p>Title I Transition Program Manager, Title I Transition Specialists</p> <p>Title I Family Community Liaisons</p>	<p>meetings with ACCESS Administrators</p> <p>TOSAs selected in June 2016, ongoing</p> <p>As needed, ongoing</p> <p>August 2016</p> <p>April 2016</p>	<p>\$560,000 (LCFF funds)</p> <p>Paid by participant</p> <p>\$20,747.62 (LCFF Funds; Curriculum and Learning Flex funds)</p> <p>\$1,300 (Title I funds)</p>
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<p>agencies. Liaisons also attended a variety of workshops, trainings, and meetings, including OCDE's Family Involvement Network, Preventing Adolescent Suicide, Bridges Out of Poverty, Orange County 2-1-1 database training, and SARB 101 and Truancy Response training. All new staff completed the Parent Liaison Certificate Training through the California Parent Center/UC San Diego, as well as the Interpreter's Training provided by OCDE. In addition, all program staff participated in OCDE's Parent Support Services Faire.</p>			
<ul style="list-style-type: none"> As part of their on-going professional development, Title I Tutors attend inservice meetings that focus on a variety of instructional topics, including the core subject areas of English Language Arts and Math, instructional techniques, lesson planning, and goal-writing. Tutors are also trained in strategies for managing student behaviors. All trainings are delivered primarily by Title I Program Supervisors, although each meeting provides opportunities for tutors to learn from their colleagues through designated peer group time at each meeting. 	<p>Title I Tutoring Program supervisors, Title I Tutors</p>	<p>Ongoing throughout the year</p>	<p>\$14,000 (Title I funds)</p>
<ul style="list-style-type: none"> Title I Career Coaches attend inservice meetings that focus on further developing their instructional approach to working with students on job readiness skills and career exploration. While meetings are facilitated primarily by Title I Tutoring Program Supervisors, Title I Transition Specialists and other guest speakers offer their expertise and support to enhance our staff development. 	<p>Title I Tutoring Program supervisors, Title I Career Coaches</p>	<p>Bi-monthly meetings, September – June each fiscal year</p>	<p>\$3,200 (Title I funds)</p>
<ul style="list-style-type: none"> Continue funding 15 English Language Development Assistants (ELDAs) throughout the ACCESS program to support English Learners (ELs) access to Parts I and II of the English Language Development (ELD) standards: interacting in meaningful ways and learning about how English works. ELDAs tutor individuals and small groups – in all content 	<p>Manager, Title III, Title III Program Specialist</p>	<p>Bi-monthly meetings, September – June each fiscal year</p>	<p>\$250,000 (LCFF funds)</p>

areas – but the focus of tutoring is to improve students' receptive and productive academic language acquisition.		Ongoing throughout the year	
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6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The ACCESS program is a continuous year program and provides student services 12 months a year. The design of the program is intended to support the academic and social needs of the all student. Sites are open a variety of hours to accommodate the students' needs and personal schedules. School hours generally fall between 7:30 a.m. to 3:30 p.m. Along with this flexible scheduling, ACCESS endeavors to provide students with co-curricular and extracurricular programming to support the Whole Child.</p> <ul style="list-style-type: none"> To allow students the opportunity to explore recreational reading and research techniques, library services are provided at the following sites: Harbor Learning Center, Community Home Education Program, Rio Contiguo, Otto Fischer, Joplin, and Sunburst Youth Academy. Every summer, ACCESS offers students the opportunity to audition and participate in Summer at The Center, a performing arts two-week camp and performance, in collaboration with the Orange County Performing Arts Center and the Young Americans. Pure Game, a physical education/character development program, is offered at seven ACCESS school sites to promote physical activity, leadership, and 	<p>Librarian, Library Technicians, Paraeducators</p> <p>Coordinator, Executive Assistant, ACCESS Staff and Teachers</p> <p>ACCESS Administrators, teachers,</p>	<p>Ongoing</p> <p>Planning, February-May; Recruitment, June; Rehearsal and Performances, last two weeks of July</p> <p>Ongoing on a weekly basis</p>	<p>\$250,000</p> <p>\$120,000 \$35,000</p> <p>\$24,000</p>	<p>Title I funds</p> <p>LCFF funds LCFF funds</p> <p>LCFF funds</p>

<p>team building.</p> <ul style="list-style-type: none"> Three Career Success Week events are held throughout ACCESS for students to explore careers, enhance employability, improve interpersonal interactions, and prepare for life-readiness. 	<p>Curriculum and Learning office</p> <p>Title I Transition Specialist, Title I Supervising Tutor Specialist, ACCESS Teachers</p>	<p>One week, three times per year</p>	<p>\$5,000</p>	<p>LCFF funds</p>
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7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The mission of the Title I Family Involvement Program is to encourage our families to participate actively in their child's, education, assist schools to create family-friendly programs, and partner with community organizations, such as PTA, to support learning.</p> <ul style="list-style-type: none"> Title I Family Involvement Liaisons work to integrate families into the educational process. For a variety of reasons, many ACCESS parents find it challenging to be involved in school affairs, therefore, extra attention is given to the sensitive family situations in which our students live. One Title I Family Community Liaison is assigned to each Community School and Institution administrative unit. ACCESS schools organize Open House/Information events as a way for parents to learn about the school program and meet with teachers in a more relaxed 	<p>Title I Family Involvement Program Manager, Title I Family Community Liaisons, Title I Support Staff, Title I Educational Liaison</p> <p>Title I Family Community Liaison, ACCESS</p>	<p>Ongoing</p> <p>Open House/ Information nights are</p>	<p>\$830,000</p> <p>\$10,000</p>	<p>Title I funds</p> <p>LCFF funds</p>

<p>atmosphere to showcase student work. Often students act as tour guides and hosts. Some school sites provide transportation, meals, and child care for families to encourage increased attendance at school/family functions.</p>	<p>Administration and Teachers, EL Services Staff, Safe Schools Staff</p>	<p>held in the fall and spring of each year</p>		
<ul style="list-style-type: none"> Title I Family Involvement staff interact regularly with families to inform them about the educational services Title I provides and solicit feedback to improve program offerings. In addition, parents are invited to attend college tours with their children and to participate in classroom presentations on topics such as financial aid for post-high school education and career exploration. 	<p>Title I Family Community Liaisons, Title I Family Involvement Program Manager, Title I Transition Specialists</p>	<p>Ongoing</p>		
<ul style="list-style-type: none"> ACCESS administrative units offer classes and workshops to provide parents with the skills and resources to build healthy relationships with their children. 	<p>ACCESS Administrators, Title I Family Community Liaisons, EL Services Staff</p>	<p>Ongoing</p>	<p>\$8,000</p>	<p>McKinney-Vento funds and LCFF funds</p>
<ul style="list-style-type: none"> Continue to hold District English Learner Advisory Committee (DELAC) meetings. Meeting dates for the 2016-17 school year are 1/11/17, 3/15/17, and 5/17/16. The DELAC advises the superintendent and assistant superintendent as well as the ACCESS leadership team on programs and services for ELs. This committee also provides input on the district's Local Control Accountability Plan (LCAP). The focus for leadership training of the DELAC in 2016-17 is advocacy; meetings will include time to brainstorm ideas for how we can advocate for our children's education. 	<p>Manager, Title III, Title III Program Specialist</p>	<p>Ongoing</p>	<p>\$650</p>	<p>LCFF funds</p>

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Orange County Department of Education

County District Code: 3010306

Date of Local Governing Board Approval: December 14, 2016

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Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

		<u>12-14-16</u>
Signature of Superintendent	Printed Name of Superintendent	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

ACCESS Schoolwide Action Plan 2015-2018

1. Goal /Targeted Area: Increase student access and use of technology to promote 21st Century skills.

Rationale: Student surveys indicated a lack of technology usage in their academics. Computer adapted assessments require a greater familiarity with computers and the usage of computer tools. Online courses and technology-based lessons are being integrated into the curriculum and students need the technical skills to navigate the learning platforms of these courses.

<i>Actions</i>	<i>Linkage to Schoolwide Outcomes</i>	<i>Monitoring and Report Progress</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources including Professional Development</i>	<i>Measureable Outcomes</i>
Improve the connectivity and bandwidth at school sites.	Technology	LCAP updates conducted twice a year, annual LCAP, IT updates on progress	Information Technology department	2015-2018	LCFF funds LCAP	Determine annually the number of school sites with improved bandwidth.
Purchase additional computers and devices to improve the student to computer ratio.	Technology	LCAP updates conducted twice a year, annual LCAP, IT updates on progress	Information Technology department	2015-2018 Revisit and evaluate additional needs	LCFF funds LCAP	Determine annually the number of computers and devices purchased; calculate the student-computer/device ratio.

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Conduct student, parent, and staff surveys regarding the student use of technology connected to academics.	Technology	Survey results included in LCAP and LCAP Executive Summary	Director of Curriculum and Learning and Principals	2015-2018 Revisit the questions for revisions and additions	Time of staff to prepare the survey LCAP Peek at Instruction Tool	Results and data from the surveys and Peek at Instruction Tool.
Continue to expand and increase the resources on the Ed Tech Resource webpage to support student learning.	Technology, Academic Achievement	Ed Tech updates sent to staff AU and Leadership Staff meetings	Ed Tech User Support Assistant	2015-ongoing Stated job duty responsibilities	LCFF LCAP Staff trainings on the use of the resources	Increase in teacher and student use of the resources listed on the EdTech Resource webpage as measured by staff and student survey.
Provide staff development trainings focused on teacher integration of technology into instruction and student assignments.	Technology, Academic Achievement; College, Career, and Life Readiness	Results from staff technology survey, teacher sign-in sheets	Curriculum and Learning office, EdTech User Support Assistant, Principals	2016-2018 Reassess the needs and areas of professional development needed	LCFF	Number of trainings offered, number of teacher participants, data from the Peek at Instruction Tool analyzed annually, survey results.
Create model classrooms to showcase the effective use of instructional technology.	Technology, Academic Achievement; College, Career, and Life Readiness	Annual LCAP	Principals	2015-2018 Evaluate effectiveness	Teacher leaders in the AU	Established model classroom. Teacher release time to visit model classrooms.

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Increase student use of GradPoint Online Learning Solutions.	Technology, Academic Achievement	LCAP report	Principals, Teachers	2015-2018 Reevaluate the need for additional training	LCFF LCAP	Enrollment data for GradPoint, course completion in GradPoint.
Research and pilot the use of eBooks, handheld devices, and other technologies relevant to student learning and acquisition of 21 st Century skills.	Technology, Academic Achievement, College, Career, and Life Readiness	Report and updates from the ACCESS curriculum committees	Principals, Teachers, Information Technology Department	2016-2019 Assess the feedback from staff on the use of eBooks	LCFF LCAP Staff training regarding the use of new technology	Instructional materials purchased. Number of devices purchased. Results from student, parent, and staff surveys regarding questions related to technology. Outcome data from the pilot and research of eBooks.
Implement a device/laptop lending program to support student access to online curriculum and educational resources to support learning.	Technology, Academic Achievement, College, Career, and Life Readiness	Report and updates from Business & Division Support Services	Business & Division Support Services, Principals	2016-2019 Assess the usage and any updates to the policy	LCFF LCAP	Number of students participating in the device lending program.

2. Goal /Targeted Area: Increase and expand parent and stakeholder involvement and engagement to support student learning. Increase the services to students that support health, counseling, life skills, and job training.

Rationale: Studies have shown that when the parent is involved in their child’s education, the likelihood for student academic success is greater. With the increase of involvement and engagement by stakeholders and community partners, the opportunity for more resources to support the needs of students and families is multiplied. The students who are referred to the ACCESS program have more issues and increased needs; therefore, we must expand services to support student success.

<i>Actions</i>	<i>Linkage to Schoolwide Outcomes</i>	<i>Monitoring and Report Progress</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources including Professional Development</i>	<i>Measureable Outcomes</i>
Continue to conduct Parent Advisory meetings along with ELAC and DELAC meetings.	Academic Achievement	Updates in LCAP	Principals, Family Involvement Manager, Family Community Liaisons, English Learner Program Specialists	2015-ongoing These meetings are required and their effectiveness is evaluated annually	LCAP Title I Title III	Number of meetings held and number of parent participants.
Continue to conduct Parent Information nights twice a year.	Academic Achievement	Updates in LCAP	Principals, Family Community Liaisons, Teachers	2015- ongoing Effectiveness is evaluated annually	LCFF LCAP Title I	Dates and attendance data at Parent Information Nights.
Expand the use of School Messenger.	Academic Achievement; Social Development and Self-Advocacy	Principal reports	Business Services, Principals	2016-2019 Evaluate usage	Principals trained in the use of School Messenger LCAP	Usage rate of School Messenger.

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Conduct leadership and parenting workshops for parents.	Academic Achievement; Social Development and Self-Advocacy	LCAP updates	Principals, Family Involvement manager	2015-2018 Evaluate what is effective	LCAP	Number of workshop attended and number of parents attending.
Implement the use of Aeries.Net to provide parent access to student credit and attendance information.	Academic Achievement	LCAP updates	Student Records and Attendance Office	2016-2019 Evaluate usage	LCAP Parent and staff training on using Aeries.Net	Number of parents trained and number of parents using Aeries.Net. Survey parents on usage and analyze results.
Increase the number of grants awarded and service contracts that focus on student health, counseling, job training, and life skills.	Academic Achievement, College, Career, and Life ready; Social Development and Self-Advocacy	LCAP updates Grant award letters	OCDE grant writers, Safe Schools Administrator	2015-2018	LCAP LCFF	Number of grants awarded increased by 10% over the next three years. The additional number of services provided to students related to health counseling, job training, and life skills.
Expand extra-curricular opportunities for students.	Academic Achievement; College, Career, and Life Ready	LCAP updates	Principals, teachers	2015-2018 Evaluate areas for growth	LCAP	Number of extra-curricular opportunities and student participation numbers will increase by 2% each year.

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Maintain the CTE support staff for the Career Pathways grant and continue to expand CTE courses to students.	Academic Achievement, College, Career, and Life ready	Career Pathways work plan, LCAP update	Director of Curriculum and Learning, Perkins grant teacher leader	2015-2018 Analyze effectiveness for areas of implementation	Career Pathways Grant, Perkins Grant, LCAP	Number of students taking CTE courses, number of school sites with participating students in CTE.
Hire two school counselors to support students in the ACCESS Community Schools for academic support and guidance.	Academic Achievement; Readiness for College, Career, and Life	Human Resources Data	Human Resources, Division of Administrative Services; Associate Superintendent of Division of Alternative Education	June 2016	LCFF LCAP	Number of students served.
All the Above Actions	See Above	See Above	See Above	2015-2018	See Above	The following student outcomes are applicable to all the above: student attendance rate will increase in the community schools to 83.6% by 2018 graduation rate increase to 87% by 2018, dropout will decrease from 7.2% to 7.0% over the next 3 years.

3. Goal /Targeted Area: Increase student competencies that prepare them for success in college, career, and life and provide the transitional support needed to be prepared for the next step in their educational journey. Expand instructional and behavioral interventions for students that support their critical needs and allows for their academic success.

Rationale: Students entering the program are further behind academically and have greater credit deficiencies. Students need additional supports to be successful. The data indicates that students struggle with all core content areas, and are particularly in need of math intervention. This applies to all student subgroups and especially students with disabilities.

<i>Actions</i>	<i>Linkage to Schoolwide Outcomes</i>	<i>Monitoring and Report Progress</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources including Professional Development</i>	<i>Measurable Outcomes</i>
Pilot and select Social Science textbook.	Academic Achievement, College, Career, and Life ready	Curriculum committee updates	Social Science curriculum committee	2015-2017	LCFF LCAP Staff training on adopted materials and resources	Number of teachers utilizing new Social Science materials and resources, feedback from teachers regarding the piloted materials.
Usage of the “Peek at Instruction” tool for classroom walkthroughs.	Academic Achievement; Technology	Principal and assistant principal report of completed walkthroughs	Principal and assistant principal	2015-2018 Revisit the tool and revise based on data and input	Principal and assistant principal time to complete walkthrough and share results with teacher	Number of walkthroughs completed and analysis of the data obtained.
Continue to provide tutoring and after school tutoring to students.	Academic Achievement	Student sign in sheets	Principal, Teachers, Tutors	2015-2018 Analyze effectiveness and determine areas of academic need	LCFF LCAP Title I	Number of students tutored, number of tutoring hours.

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Hire six additional ELDAs to support the language proficiency of students for 2015-16 and 2016-17.	Academic Achievement, College, Career, and Life ready	ELDA staffing at sites	EL Manager and Program Specialist, Human Resources	2015-2017	Title III LCAP	Achievement data of EL students on AMOs and the number of students reclassified, the number of ELDAs hired.
Every two months write designated ELD curriculum targeting the language needs of Long-Term ELs and provide training to staff on this curriculum.	Academic Achievement, College, Career, and Life ready	Release and training of the ELD curriculum	EL Manager and Program Specialist, Human Resources	2015- ongoing Input and suggested revisions from staff are obtained annually	Title III LCAP	Achievement data of EL students on AMOs and the number of students reclassified, percentage of teachers using ELD curriculum.
Teachers engage on a regular basis in structured collaboration and peer observation to discuss student progress and implementation of curricular initiatives.	Academic Achievement, College, Career, and Life ready	Teacher release time and structured collaboration agendas	Principals Teachers	2016-2019 Evaluate what is working and share best practices	Staff time	Data from the “Peek at Instruction” tool.
Implement the usage of the new ELA materials, Close Reader, and Performance Assessments.	Academic Achievement, College, Career, and Life ready	Principal updates at Leadership meeting	Principals Teachers	2015-2016	LCFF LCAP	Improved CAASPP scores in ELA, quantity of new ELA materials purchased.

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Expand All ACCESS Math to include project tasks and real-world applications to support student understanding of algebra.	Academic Achievement, College, Career, and Life ready	Updates and completed work at the monthly All ACCESS Math meetings	Math Coaches, Director of Curriculum and Learning	2016-2018	LCAP Title II	CAASPP results, number of teachers utilizing All ACCESS Math, student work samples.
Increase the number of assignments for students that integrate technology, critical thinking, communication, creativity, collaboration, and character development.	Academic Achievement, College, Career, and Life ready	Principal and assistant principal report of completed walkthroughs	Principals, Assistant Principals, Teachers	2015-2018 Analyze data to assess areas of need	Staff development opportunities for Project Based Learning LCAP	Percentage of Student work samples utilizing technology and addressing 21 st Century skills. Student surveys questions regarding technology.
Expand truancy response effort by hiring two Truancy Recovery Technicians to increase student attendance.	Academic Achievement, College, Career, and Life Ready; Social Development and Self-Advocacy	Reports completed by the Truancy Recovery Technician	ACCESS Directors	2015-2017	LCFF LCAP	Monthly ADA data.

<i>Actions</i>	<i>Linkage to Schoolwide Outcomes</i>	<i>Monitoring and Report Progress</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources including Professional Development</i>	<i>Measurable Outcomes</i>
Develop a Progressive Intervention Plan to address the behavioral, social, and emotional needs of students to assist them to be academically successful, college, career, and life ready.	Academic Achievement, College, Career, and Life Ready; Social Development and Self-Advocacy	Sharing of draft plan at the Leadership meetings	Progressive Intervention committee	2015-2017	LCAP Staff time	Rate of student suspension and number of behavior reports. Meet or succeed the attendance target as listed in the LCAP.

WASC Critical Areas of Follow-Up for ACCESS Community Schools

ACCESS Community Schools

- Increase student access and use of technology to acquire 21st Century skills.
- Increase and expand parent and stakeholder involvement in the school process.
- Train parents on the use of the parent portal in Aeries.Net.
- Increase student competencies through improved schoolwide academic rigor and academic expectations.

Administrative Unit (AU) 101: Critical Areas for Follow-Up

1. Pilot and select Social Science curriculum.
2. Continue to expand the ELDA positions.
3. Professional Development should include training on Grad Point, Aeries Gradebook, and Interim Common Core Assessments.
4. Expand the use the Aeries Student Information System for teachers by implementing the use of the gradebook and grade reporting features.
5. Create a consistent program to simulate “wet labs” at all sites.

Administrative Unit (AU) 103: Critical Areas for Follow-Up

1. Ensure the alignment of Schoolwide Plan for Student Achievement (SPSA) Action Plan and LCAP.
2. Promote instructional strategies that promote writing skills.
3. Systematize a process for collecting and examining student assessment data to monitor and modify learning in the classroom that supports learning for all students.
4. Continue to focus on increasing the participation rate and skills needed to meet the standards of state-wide tests.
5. Continue the implementation of AU-wide communication and collaboration to improve the connection of the sites.

Administrative Units (AUs) 104/105/114: Critical Areas for Follow-Up

1. Increase schoolwide academic rigor, academic performance, and academic expectations.
2. Utilize data to drive instructional practices and decisions that will benefit students in a more systematic approach.

3. Due to the unique nature of the program at Sunburst Youth Academy, the Visiting Committee recommends there be a consideration for a separate self-study.
4. Complete a curriculum mapping/course contract for all remaining core subjects similar to the ELA curriculum mapping.
5. Enhance direct instruction in day classes through the integration and introduction of instructional strategies for student accountability.
6. Professional Development should include training on GradPoint, Scantron Performance Series and other Interim Assessments.

WASC Critical Areas of Follow-Up for ACCESS Institution Schools

ACCESS Institution Schools

- Increase student access and use of technology to acquire 21st Century skills.
- Increase and expand parent and stakeholder involvement in the school process.
- Increase student competencies through improved schoolwide academic rigor and academic expectations.

Administrative Units (AUs) 110/100: Critical Areas for Follow-Up

1. Continue to develop and refine the systematic instructional delivery model to support the achievement of students who are EL and/or those who are below grade level.
2. Increase community stakeholder participation and collaboration.
3. Professional development will be provided to teachers to support a rigorous standards-based grade level curriculum using the best instructional practices.
4. ACCESS will continue to expand the infrastructure (bandwidth, software, hardware) to support classroom technology used by staff and all students.
5. ACCESS will provide a quality program stressing transitional assistance for at-risk youth and incorporating family and stakeholder involvement for academics and social success of students.
6. Provide infrastructure to increase access to technology to better support student achievement and promote 21st century skills.
7. Create a more comprehensive Project Based Learning Model that targets multiple grade level standards, academically diverse students, and support it with ongoing professional learning that builds on teaching practice.