

## LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM AND APPENDIX

***The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for 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 Plan Addendum template to address the items below.***

*The Plan Addendum, which must be submitted to the CDE is required to:*

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

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, <i>Standards-based Curriculum, Instruction &amp; Assessment</i> , p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>We, the Orange County Department of Education, serve one of the largest at-risk student populations in all of the 58 counties in California. Our WASC-accredited alternative education program, known as <b>ACCESS</b>, (Alternative, Community, and Correctional Education Schools and Services) 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 8,000 students from across our county while serving approximately 18,000 students annually. In addition, we also operate school serving students with severe physical and cognitive disabilities. (See Appendix for more WASC-related information.)</p> <p>The Orange County Department of Education is comprised of four unique school programs serving specific student populations:</p>				

<p>1. <i>Alternative Education</i> is most often a short-term placement for students with high mobility due to issues such as truancy, expulsion, drug use, gang affiliation, adjudication, teen pregnancy/teen parenting, homeless issues, and foster youth situations. These students are often grossly credit deficient, are disenfranchised, and have significant issues in their knowledge of core academic skills.</p> <p>2. <i>Juvenile Court System</i> educational support services are also provided by the Orange County Department of Education. Through these services, we educate adjudicated youth in juvenile hall, probation camps, and social service emergency placements. These students are wards of the court and are highly transient within these settings as a result of Probation guidelines. The average stay within these facilities is between three and 30 days.</p> <p>3. <i>The Orange County Community School</i> program consists of students whose parents have chosen a home independent study program for their children. For various reasons, these parents often choose to exempt their students from state testing. This lack of participation negatively impacts the 95% participation rate required by NCLB.</p> <p>4. <i>Special Schools</i> serves students with severe physical and cognitive disabilities that preclude them from attaining academic progress as required by the No Child Left Behind Act of 2001 (NCLB) and as measured by California Standards Tests. Included in this group are also students with severe emotional disabilities that interfere with academic achievement as measured by the CSTs and CAHSEE.</p> <p>ACCESS is organized into Administrative Units (AUs) throughout the county in order to support students and provide partnerships with the local school districts. Each</p>				
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<p>characteristic of a traditional district program</p> <ul style="list-style-type: none"><li>• ACCESS continues to work toward developing a uniform standards-aligned curriculum (program and instructional practice), intervention materials for students performing 1-2 years below grade level or intensive intervention programs for students more than 2 years below grade level.</li><li>• ACCESS has developed a “Systematic ELD” instructional curriculum designed to support the acquisition of English, and is working toward full implementation.</li><li>• ACCESS is in the third year of implementing a cohesive and consistent diagnostic 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 intervention classes and continues to work toward full implementation.</li><li>• 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.</li><li>• 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</li></ul>				
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<p>populations (EL students, special education students, and students with truancy/attendance issues).</p> <ul style="list-style-type: none"> <li>Teachers need the necessary skills to analyze program goals in terms of language function and form requirements. These vary across program, region, and delivery model.</li> <li>In the past, AUs have functioned autonomously without the benefit of learning communities, coaches, models, and on-going staff development sufficient to meet the NCLB achievement goals. However, School Leadership Team trainings have provided an opportunity for greater collaboration.</li> </ul> <p><b>Plans to address these needs:</b></p> <ul style="list-style-type: none"> <li>Ongoing meetings with administrators to support the dissemination of testing data for the purpose of driving instruction and setting and monitoring academic goals to increase student achievement, particularly in regards to our high priority student populations. With our recent reconfiguration, each AU is a smaller entity than the previous administrative design, which allows for more strategic conversations and planning. Staff will be assigned to monitor, provide remediation, and assist AU administrators with all testing requirements.</li> <li>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.</li> </ul>	<p>ACCESS Administration, Assessment Center/CLASS Staff, Assessment Liaisons (Ongoing)</p> <p>ACCESS Program Administrators, School Nurse, Clinicians, Outreach Teachers, District Attorney, Parents (June 2011)</p>	<p>School staff time for school nurse, clinician, and AU administration</p>	<p>\$303,761</p> <p>\$1,935,874 (includes portion of carry-over)</p> <p>\$661,579</p>	<p>Assessmt. &amp; Acct. Budget (Partial FLEX)</p> <p><b>ARRA</b> Title I Part A</p> <p><b>ARRA</b> Title I Del</p>
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<ul style="list-style-type: none"> <li>District-wide focus on the implementation of a rigorous, standards-aligned curriculum in the areas of ELA and Mathematics that ensures greater instructional fidelity.</li> </ul>	<p>ACCESS Administration, Math and ELA Regional Leads (Ongoing)</p>		<p>\$40/pp</p>	<p>IMFRP</p>
<ul style="list-style-type: none"> <li>Adoption and implementation of appropriate intervention instructional materials, such as, Skatekids, Revolution Prep, Targeted Math Instruction, and <i>Systematic Academic Vocabulary Instruction (SAVI)</i> to meet the needs of students performing below grade level.</li> </ul>	<p>ACCESS Administration, Standards and Curriculum Committee, Regional EL Liaisons, Math Leads, Title III Program Support/Assessment Tech (Ongoing)</p>	<p>Staff Development</p>	<p>Included in cost of overall adoption  \$316,000</p>	<p>IMFRP Staff Dev. Funds (FLEX) Title III LEP</p>
<ul style="list-style-type: none"> <li>District-wide adoption of Systematic ELD curriculum designed to support the acquisition of English via <i>Monthly English Language Development (MELD)</i>. Specially-trained teacher leaders provide coaching, mentoring, and ongoing classroom-based support.</li> </ul>	<p>ACCESS Administration, Standards and Curriculum Committee, Regional EL Liaisons, Title III Program Support Assistant</p>	<p>Staff time for Administration Teaching and Instructional Support Staff</p>	<p>\$108,000</p>	<p>Title III Imm</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>ACCESS Attendance and Records and Assessment and Accountability Office (Ongoing)</p>		<p>Included in estimates above</p>	<p>Assessmt. &amp; Acct. Budget</p>

<ul style="list-style-type: none"> <li>• With a more consistent, division-wide use of Scantron post-testing (see above), ACCESS will also have a way to measure short-term student achievement by establishing growth targets. This will make it possible to identify effective practices and modify curriculum (program/instructional practice) in a timely manner.</li> <li>• We have recently purchased the <i>Illuminate Data and Assessment (DnA) Management System</i>. This data base will allow 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, Illuminate 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.</li> <li>• 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</li> </ul>	<p>ACCESS Administration Implementation begins October 2011</p> <p>ACCESS Administration, Title III Manager, Teaching Staff, Instructional Support Staff, GLADIators, Regional EL Liaisons, Title I Staff</p>		<p>\$23,030</p> <p>\$346,991</p> <p>\$256,323</p> <p>Included in estimates above</p> <p>\$100,701</p>	<p>Title I Part A</p> <p>Title I Part A</p> <p><b>ARRA</b> Title I Part A</p> <p>Title III LEP, Title III Imm</p> <p>Staff Dev. Funds (FLEX)</p>
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**2. Include specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).**

Please describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, p.3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Goal #1- Meet AYP/NCLB Requirements for Participation and Proficiency on State Tests</p> <p>Target: ACCESS student achievement goals and objectives are aligned with the AYP/NCLB requirements, as established by the state and federal government. They are as follows:</p> <ul style="list-style-type: none"> <li>• Ninety-five percent participation rate on key state assessments (10<sup>th</sup> grade CAHSEE and 2<sup>nd</sup>-5<sup>th</sup> and 6<sup>th</sup> -8<sup>th</sup> grade CST's)</li> <li>• Target proficiency percentages, as established by NCLB:               <ul style="list-style-type: none"> <li>○ 2005-2006: 11.2% (ELA) and 9.6% (Math)</li> <li>○ 2006-2007: 22.3% (ELA) and 20.9% (Math)</li> <li>○ 2007-2008: 33.4% (ELA) and 32.2% (Math)</li> <li>○ 2008-2009: 44.5% (ELA) and 43.5% (Math)</li> <li>○ 2009-2010: 55.6% (ELA) and 54.8% (Math)</li> <li>○ 2010-2011: 66.7% (ELA) and 66.1% (Math)</li> <li>○ 2011-2012: 77.8% (ELA) and 77.4% (Math)</li> <li>○ 2012-2013: 88.9% (ELA) and 88.7% (Math)</li> <li>○ 2013-2014: 100% (ELA) and 100% (Math)</li> </ul> </li> </ul> <p>Students in grade 10 (CAHSEE) and grade spans 2-5 and 6-8 (CSTs) must meet both participation and proficiency targets overall and in each significant subgroup.</p> <p>Our overall proficiency targets are not currently met, most notably among our subgroups of EL and socioeconomically disadvantaged students. As the targets for percentages of proficient students increase each year, there continues to</p>	<p>ACCESS Administration, Assessment Center, CLASS Staff, Site Instructional Staff Ongoing from 2005-2006 School Year</p>			

<p>be challenges in meeting these targets. These challenges will be addressed through state adopted, local board approved standards-aligned curriculum and increased professional development in working with our high priority students, who are represented in these significant subgroups.</p> <p>Participation continues to fall short of the required 95% threshold. ACCESS students, who are often habitually truant and defined as “at-risk”, are more likely to be absent during testing and motivating them to participate is an ongoing challenge. In addition, many parents within our home school program choose to exempt their children from state testing requirements. Efforts are being made to generate value for these assessments and to encourage students to show up and do their best as an important part of their educational goals and objectives. Sharing best practices and strategic planning to increase participation occurs at each administrative unit prior to testing.</p> <p>Goal #2-Student Academic Placement:                  Target: Testing of all ACCESS students for the purpose of appropriate academic placement.                  The basis for academic proficiency and mastery of California Academic Content Standards begins with appropriate academic placement. Students lacking core academic skills require intensive and targeted intervention and proper assessment upon enrollment plays an important part in this endeavor. To this end, Pearson Performance Series (Scantron) ensures a timely and appropriate academic placement for all students, and also provides a 90 day post- test to allow students to demonstrate short-term academic growth. This will also equip teachers with important data with which to drive individual student learning goals and increase student academic success. A proactive and focused approach will increase student</p>	<p>Assessment and Attendance and Records Administration (Ongoing)</p>		<p>Included in estimates above</p>	<p>Assessmt. &amp; Acct. Budget (FLEX)</p>
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<p>proficiency rates on CSTs, and will also likely improve participation rates as students will be better prepared to take these important assessments. Periodic assessment data will allow teachers and instructional staff to set specific learning goals for each student subgroup and will promote greater academic growth across the program.</p> <p>Goal #3- Administrative Unit Level Disaggregation of Data:              Target: Ongoing disaggregation of assessment data for ACCESS administrators.              Regional data is explored as it relates to the specific learner as well as specific student subgroups within each administrative unit. This process puts meaningful data in the hands of administrators and teachers to provide them with the information they need to set appropriate learning goals for each student. The opportunity to focus more specifically on subgroups and high priority students is increased, as administrators and teachers are given information that will facilitate their roles as instructional leaders within their regions.</p> <p>Goal #4 CAHSEE Passage Rate              Target: Increase passing rate annually and in each significant subgroup              We have seen a steady growth in student success as a result of targeted instructional support based in California Content Standards. For the 2009-2010 school year, 47% passed ELA and 40% passed Math. Our goal continues to be an increased passing rate, with a focus on proficiency, as well.</p> <p>Our EL passing rate for the 2009-2010 school year was 34%. Our goal continues to be an increased passing rate, with focus on proficiency, as well.</p>	<p>ACCESS              Assessment and Accountability Office, ACCESS Administration, and Site Instructional Staff, Title III Manager, Title III Program Support Tech              (Ongoing)</p> <p>ACCESS              Administration, CLASS staff, Support Staff, Regional Leads and Curriculum Committees, Assessment and Accountability Office Staff, Site Instructional Staff</p>	<p>Staff Development Materials</p>	<p>Included in estimates above</p>	<p>Title III LEP</p>
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Goal #5 Special Education: See Appendix for <a href="#">North Orange County (NOC) SELPA Local Plan</a>				
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**3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.**

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Research indicates that student achievement is increased through a highly qualified and committed staff who share leadership and view problem-solving as a distributed process done through collaboration. Extending staff training and developing regional cultures in which an on-going staff development model is in place will support instructional practices adopted by the division and be an essential element of the LEA Plan. Strategy: Regional Professional Learning Communities How: Train administration to create and support a Professional learning culture.</p>	<p>ACCESS Administration, CLASS Staff, Title III Manager, CBL Liaisons, Regional EL Liaisons, Instructional Staff, Clinicians, School Nurses, ACCESS Support Staff</p>		<p>Included in estimates above</p>	<p>Title III Imm General Fund</p>
<p>Research indicates that setting and monitoring goals is one of the most important processes in school-wide reform Strategy: Data-Driven Decision Making How: Develop, purchase, and train instructional staff on the use of a system that provides direct access to student achievement data and program participation.</p>	<p>ACCESS Administration, CLASS Staff, Title III Manager, Instructional Staff, ACCESS Support Staff</p>		<p>Included in estimates above  \$200 per teacher/ \$59,600</p>	<p>Title III LEP  Staff Dev. Funds (FLEX) Distributed to Community School AUs</p>
<p>Research indicates that students with learning and social challenges require systematic explicit direct instruction Strategy: Increase student program attendance How: Truancy Response Project</p>	<p>ACCESS Administration, Dropout Recovery Teachers, School Nurse, Clinicians, Parents (Ongoing)</p>	<p>School staff time for school nurse, clinicians, and Administrative Staff</p>	<p>Included in estimates above</p>	<p><b>ARRA:</b> Title I Part A and Del</p>

<p>Research indicates that disenfranchised youth are often unable to set personal goals- both short and long term- and benefit from strategic guidance and support.                  Strategy: Promote successful student transition after students leave the ACCESS program                  How: Title I Transition and Career Coach Staff provide essential support, guidance, and referrals for students beginning with enrollment in an ACCESS school and during their transition back to the community or district school to increase the likelihood of future academic and personal success.</p>	<p>Title I Transition Staff, Title I Career Coaches, Clinicians</p>	<p>Instructional Materials, training</p>	<p>\$393,776 \$326,344</p>	<p>Title I Part A Title I Del</p>
<p>Research indicates that selecting and committing to proven methods of instruction, and then adjusting as needed, will improve student achievement over time.                  Strategy: Selecting and committing to proven research-based methods of instruction                  How: Adoption and implementation of SBE-adopted, local Board approved and standards-aligned materials in ELA/Mathematics and Intervention.</p>	<p>ACCESS Administration, CLASS Staff, Instructional Staff, Regional EL Liaisons (Ongoing)</p>		<p>\$9,000</p>	<p>IMFRP Funds</p>
<p>Research indicates that a collaborative and purposeful approach to instruction strengthens the academic fidelity of an educational program.                  Strategy: Cohesive approach to supporting EL students                  How: Through the creation and implementation of the ACCESS district-wide Title III Action Plan, which also includes Administrative Unit Action Plans to meet the needs of these high priority students.</p>	<p>ACCESS Administration, CLASS Staff, Title III Manager, Instructional Staff, Regional EL Liaisons (Ongoing)</p>	<p>School staff time and training, substitutes</p>	<p>Included in estimates above</p>	<p>Title III LEP, Staff Dev. Funds (FLEX)</p>

<p>Research also promotes a school-wide focus on English language development (ELD) along with a coherent standards-based curriculum and instructional program designed to foster academic language and content literacy across the curriculum. Strategy: School-wide focus on ELD. How: The California Department of Education has identified Project GLAD as an effective model that addresses ELD and fosters academic language and content literacy while guiding and improving teacher instructional practice utilizing a standards-based curriculum model.</p> <p>Monthly English Language Development (MELD), an organized systematic method based upon the works by Susana Dutro with the California Reading and Literature Project and enhanced by Jean Hernandez with Riverside Unified School District.</p>	<p>ACCESS Administration, CLASS staff, Instructional staff, Title III Manager, Title III Program Support Assistant, GLADIators, Regional EL Liaisons (Ongoing)</p>	<p>School staff time and training</p>	<p>Included in estimates above</p>	<p>Title III LEP, Title III Imm, Staff Dev. Funds (FLEX)</p>
<p>Research validates administrator training in programs and practices designed to promote critical change, ensure program implementation, and thereby increase student achievement. Strategy: Provide leadership training in all core programs How: Continue to design and implement professional development for administrators on the implementation of English learner programs, principles of second language acquisition, current research on English learners, catch-up and acceleration programs, and training for administrators on the use of classroom observational tools for ELD and SDAIE (including GLAD, Systematic ELD, CBL, adopted core materials in ELA/Math, Intervention, All ACCESS Math, Gateway Math.)</p>	<p>ACCESS Administration, CLASS staff, Title III Manager, Title III Program Support Assistant, GLADIators, Regional EL Liaisons, CBL Liaisons, Math Regional Leads (Ongoing)</p>	<p>ACCESS/OCDE Instructional costs</p>	<p>Included in estimates above</p>	<p>Title III LEP, Title III Imm General Fund</p>

<p>Strategy: Multimodal approach to instruction for Special Education student. How: Expand reading instruction to address the critical needs of Deaf and Hard of Hearing students. Reading Counts by SRA, 30 minutes of daily reading, Computerized reading comprehension testing, Thinking Basics Program, Fairview Learning Systems</p>	<p>ACCESS/OCDE Special Education Staff, ACCESS/OCDE Special Education Teachers</p>			
<p>Research indicates that teachers who demonstrate mastery of the core academic subjects are more likely to provide effective instruction. Strategy: STAR Teacher Grant Program to improve teachers' mastery of the core academic subjects. How: Through a partnership with CSULB to provide the opportunity for teachers to take classes in core content for science.</p>	<p>ACCESS Administrators, CLASS Staff, CSULB Staff, Teachers, Support Staff (Ongoing)</p>		<p>Provided through CSULB Grant</p>	<p>STAR Teacher Grant</p>
<p>Encourage participation in the Verification Process for Specialized Settings (VPSS) and Support teachers in becoming Highly Qualified in the core subjects of Math, English, and Science</p>			<p>Included in estimates above</p>	<p>Title I Part A Title II</p>
<p>Research indicates that at-risk students who receive individualized instructional support are more likely to make academic gains. Strategy: Individualized academic support for instruction How: Title I Program Paraeducators, group home tutors, extended day tutors, instructional materials funding and parent outreach</p>	<p>Title I Administration, Paraeducators, Title I Tutors, Title I Tutor Specialists, Teachers</p>		<p>\$888,445  \$624,365</p>	<p>Title I Part A  Title I Del</p>

**4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>Textbook Adoptions:</b> <b>Action: California Standards Based / Standards-Aligned Textbook Adoptions</b></p> <p>ACCESS has always utilized a variety of math programs to meet the very diverse needs of our students. These programs include ETS Pathwise, Glencoe, Pacemaker and McDougall Little. Over the past 5 years, Teacher Leaders have developed ALL ACCESS Math (AAM), a common, supplemental standards-based math program that is available to all ACCESS classrooms. This program provides a daily normative experience that focuses on CAHSEE standards and the underpinnings of Algebra 1. AAM was inspired by the Gateway Math Grant and also Alameda County’s Numeracy Project for alternative schools. It provides intensive and explicit CAHSEE intervention as well as a “crosswalk” that ties together the most commonly used materials in ACCESS around individual standards. It focuses on a deeper understanding of concepts and utilizes teacher collaboration to improve pedagogy. Approximately 30 % of ACCESS math teachers use these AAM materials on a daily basis. A Wiki is available with weekly lessons for teachers to utilize. In addition, All ACCESS Math is in the process of developing 66 lessons targeting the essential components of Algebra and key math concepts covered on the CAHSEE. The first 18 lessons are ready to be piloted with teachers. The lessons include vocabulary review, pre- and post-assessments, guided practice, and as well as skill builder information for tutorial and remediation support for the student.</p>	<p>ACCESS Administration, CLASS staff, Math and Regional Leads</p>	<p>Staff Development</p>	<p>Included in estimates above  \$40/pp</p>	<p>Staff Dev. Funds (FLEX)  IMFRP</p>

<p>Since the advent of AAM, our 10<sup>th</sup> grade passing CAHSEE scores have increased from 12.73% to over 44%. Consequently, our teachers have begun to realize the immense value of collaboration and the power of Professional Learning Communities based on common standards, materials and goals. Teachers are beginning to be more open to adopting a common textbook and are in the process of exploring state adopted math programs.</p> <p>With the state providing flexibility regarding the purchase of state-adopted textbooks, ACCESS has delayed the purchase of new math textbooks with the exception being Fischer AU, serving all the institutional schools. CGP Education Math Program was purchased to provide a straightforward math textbook program that was designed exclusively for the state of California.</p> <p>We also are piloting Revolution Prep which is an online CAHSEE remediation program. After school CAHSEE math remediation is also available.</p> <p>For EL learners, we continue to utilize GLAD Math strategies to increase comprehensible input. We incorporate mind maps, big books, t-graphs, process and inquiry charts etc. throughout our lessons. We use ELD strategies such as TPR, quick-writes, visualization and teacher modeling. Popular SDAIE strategies in ACCESS are anticipatory guides, graphic organizers, as well as clustering and mapping. For our students with disabilities, we use differentiated instruction and train teachers in universal access. Teachers are trained to use a balance between explicit instruction and guided problem solving tasks. For both groups, we are also developing video lessons that focus on the real world application of weekly math concepts.</p>	<p>GLADIators</p>		<p>Included in estimates above</p>	<p>Title III LEP</p>
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<p>As purposeful engagement is a key issue with our entire population, staff development will include graphing calculator trainings as well as mimeo trainings to encourage more technology. We believe in a thematic approach that integrates math concepts into social studies, science, and the language arts curriculum.</p> <p>As research has shown that teacher content knowledge is crucial, the STAR teacher grant further assists teachers with their content knowledge in math. Participating teachers currently take on-site, university classes to become more highly qualified in math and science over the next three years. Our goal is to have 70 participants over a five year period.</p> <p>ACCESS continues to use Character-Based Literacy for their English Language Arts program in middle school as well as high school. Each month students across ACCESS are assigned the same novel from the state-adopted literature list. The lessons were designed at Santa Clara University to include a variety of almost 100 different strategies that are found to be most successful with alternative education students, including word walls and time lines. The books are organized under five themes that comprise the focus of our Character Education program, which utilizes the Write Source books as an important grammar component. Reading enthusiasm has grown immensely with both staff and students. This has been an incredibly positive addition to our program overall.</p> <p>GLAD strategies such as inquiry charts, t-graphs, poems and chants are taught to staff by our two “Gladiators”. They are available to present to individual administrative units or at CBL meetings. “RELLs” support the implementation of Systematic ELD strategies throughout their AUs.</p>	<p>CBL Liaisons</p> <p>ACCESS Administration, Standards and Curriculum Committee, GLADIators, RElls</p>		<p>Funding provided through CSULB</p> <p>Included in estimates above</p> <p>Included in estimates above</p>	<p>STAR Teacher Grant, CSULB</p> <p>Staff Dev. Funds (FLEX)</p> <p>Title III LEP</p>
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<p><b>Action: Truancy Response Project</b> 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. This team approach combines the efforts of ACCESS schools, the District Attorney, Juvenile Court, Health Care Agency, Probation, Social Services, and Parent Empowerment to improve school attendance.</p> <p>The Truancy Response Project is demonstrating a positive impact on student attendance through interventions being implemented by the schools, District Attorney, Probation, and the Juvenile Court. Each intervention has an increasing level of sanction for the student and family. The project serves all ACCESS AUs.</p>	<p>ACCESS Program Administrators, Dropout Recovery Teachers, Social Service Clinician</p>	<p>Staff time for School Nurse, Clinicians, AU and Administrative Staff</p>	<p>Included in estimates above</p>	<p><b>ARRA:</b> Title I Part A and Del</p>
<p><b>Action: Implementation of Guided Language Acquisition Design (Project GLAD) Training Across ACCESS</b> GLAD is a model of professional development in the area of language acquisition and literacy, providing an organizational structure for an integrated, balanced literacy approach. The GLAD strategies promote and model English language acquisition, academic achievement, and cross-cultural skills. GLAD develops metacognitive use of high level, academic language and literacy. Research underscores that language is acquired most effectively when the emphasis is on meaning and the message, not on the form of the language. Therefore, the integration of GLAD strategies for listening, speaking, reading, and writing into all content areas supports the understanding that language is best acquired while studying something of interest or through real life use. These skills will strengthen and support student learning in core academic areas. During GLAD staff development, teachers are provided with</p>	<p>Title III Manager</p>		<p>Included in estimates above</p>	<p>Title III LEP</p>

<p>the instructional strategies, the theory and research that support this model, and the curriculum that brings these all together in the context of ELA and ELD standards as well as content area standards.</p>				
<p><b>Action: Implementation of Project Connect Training Across ACCESS</b> The Project Connect Resource is available to all ACCESS staff. The OCDE website for Project Connect is a subscriber-distributed resource that contains links and video examples of Best Practices for English Learners (videos support GLAD and Systematic ELD implementation) as well as the use of electronic boards for on-going teacher support and peer coaching. Use of this learning tool is directly connected to the five-day training in Systematic ELD to be initiated by ACCESS and will serve as an opportunity to provide on-going support to ACCESS instructional staff which will in turn support student learning in core academic areas.</p>	<p>Title III Manager</p>		<p>Included in estimates above</p>	<p>Title III LEP</p>
<p><b>Action: ACCESS- Wide Teacher Training in Systematic ELD</b> As mentioned in question three, Systematic ELD uses an organized method of instructional delivery that follows a developmental scope and sequence of language skills and includes substantive practice to ensure students increase fluency and accuracy.</p>	<p>Title III Manager, Regional EL Liaisons</p>		<p>Included in estimates above</p>	<p>Title III LEP, Title III Imm</p>
<p><b>Action: ACCESS-Wide Teacher Training in Structured Academic Oral Language Development:</b> Teachers will utilize strategies to: 1) Teach and reinforce high-utility academic words in multiple contexts. 2) Engage all students in dynamic academic discussions. 3) Accelerate academic language development for all students. 4) Enhance student comprehension and academic writing. 5) Effectively assess academic</p>	<p>Title III Manager Regional EL Liaisons</p>		<p>Included in estimates above</p>	<p>Title III LEP</p>



<p><b>Action: Implement Administrator’s Training in GLAD, Systematic ELD, Academic Oral Language Development, and Thinking Maps</b>                  ACCESS administrators participate in a training designed to explore the research of the instructional practices that their staff will be implementing. Included in this training are methods for identifying the characteristics of quality implementation, how to evaluate, reinforce, and support implementation, and the strategies necessary to monitor student progress to determine overall effectiveness and areas where additional training and modification may be needed.</p>	<p>Title III Manager, GLADiators, National Training Center Consultant</p>		<p>\$15,000</p>	<p>ELAP</p>
<p><b>Action: Continue utilizing Title III tutor and staff to support student learning</b>                  A bilingual tutor will continue to work in selected school sites throughout ACCESS. Sites are chosen based on a high population of EL students. The tutor support the efforts of the RELs by providing individualized and small group instruction, assessment of students, and data collection. In addition, teachers are offered the opportunity to participate in the use of Rosetta Stone to develop Spanish skills so they can better communicate with students and families.</p>	<p>Title III Manager, Title III Bilingual Tutor</p>		<p>Included in estimates above</p>	<p>Title III LEP</p>
<p><b>Action: Continue to implement and expand Character Based Literacy (CBL) training ACCESS-wide</b>                  Teachers are required to participate in and implement Character Based Literacy, a standards-based English language arts curriculum that infuses character education into works of literature. In addition, it is essential that administrators support, encourage, and monitor the implementation of CBL to ensure it is completed with fidelity and integrity.</p>	<p>ACCESS Administration, Title III Manager, CBL Liaisons, Instructional Staff (Ongoing)</p>		<p>Included in estimates above</p>	<p>Staff Dev. Funds (FLEX)</p>

<p><b>Action: Continue offering and supporting Assessment Advisory Committee Goals and Functions:</b> Each ACCESS AU assigns instructional staff who serve as Assessment Liaisons for their regions. These liaisons attend bi-monthly data and information meetings which focus on NCLB and Program Improvement goals and objectives. The strategic focus of the group allows for dialogue and collaboration in continually improving the instruction and academic outcomes of the ACCESS program. The liaisons are then responsible to report back to their regions to continue the collaboration and planning at the PAR and site level. This method of communication has been very valuable in showcasing and sharing best practices and creating shared goals for the ACCESS program as a whole.</p> <p><b>Action: Continue to support teachers in becoming Highly Qualified Teachers (HQT) and through ongoing and targeted professional development opportunities</b> Currently, we are in partnership with CSULB to provide our ACCESS teachers the opportunity to take classes in core content for math and science. These classes will guide them through the potential passage of the CSET in these two key areas of need support their classroom instruction strategies.</p> <p>We provide funding and staff support for teachers to participate in the Verification Process for Specialized Settings (VPSS) which allows them to become highly qualified in the areas of English Language Arts, Math, and Science within alternative education programs. Special Schools staff is provided Title I funding to cover the cost of the CSET.</p>	<p>Assessment and Accountability Office, Administrative, Instructional and Support Staff</p> <p>CLASS Administration and Staff</p>	<p>Staff Development Materials and supplies</p>	<p>Funding provided through CSULB</p> <p>\$18,000</p> <p>\$40,065</p>	<p>General Fund</p> <p>STAR Teacher Grant, CSULB</p> <p>Title I Part A</p> <p>Title II</p>
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<p><b>Action: Continue to support the Title I Transition program through the addition of staff and professional development opportunities</b>                  To better meet the needs of students presently residing with Orange County Juvenile Hall, Title I has increased its transition personnel. Transition staff supports the renewed efforts of the school by intensifying transcript management efforts, school transfers, and graduation checks. In addition, paraeducator staff has also been increased to address the academic challenges inherent in serving adjudicated youth. An intensive after school tutoring program has been recently instituted to supplement the school curriculum. CAHSEE remediation and preparation are the focus of this after school tutoring program.</p> <p><b>Action: Meet professional development mandates by offering research- and evidence-based professional development opportunities to all instructional staff.</b>                  The ACCESS Title I office provides monthly, quarterly, and annual professional development opportunities for instructional staff. These meetings are designed to assist staff with acquiring the skills necessary to work effectively with our unique population of students. Meeting topics include instructional methodology, student motivation, lesson planning, and issues pertaining to the juvenile justice and social service systems. In addition, Title I supervisors provide on-site mentoring to give staff immediate feedback.</p> <p><b>Action: Continue to support the library program throughout ACCESS.</b> Provide funding to annually renew World Book and Spectrum Suite at each of the five libraries within ACCESS.</p>	<p>Title I Administration, Instructional, Transition, Support Staff</p> <p>ACCESS Administration and Instructional Staff</p> <p>ACCESS Administration and Library Staff</p>		<p>Included in estimates above</p> <p>Included in estimates above</p> <p>\$10,000</p>	<p>Title I Part A Title I Del</p> <p>Title I Part A <b>ARRA</b> Title I Part A</p> <p>Library Improvement Grant</p>
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, p. 6-7)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>ACCESS will continue to develop the infrastructure and supports necessary to deliver the current standards-aligned English-language arts curriculum of Character Based Literacy (CBL) across the division. This will be accomplished through the following: supporting quarterly regional staff development days to introduce quarterly themes, novels, curriculum, and develop strong teaching practices as they relate to CBL; supporting quarterly administrator meetings to review upcoming curriculum; regularly discussing and planning ways to meet regional needs; looking at current student progress toward division academic benchmarks; supporting CBL fellows within each region that serve as resources, coaches, and model teachers to support curricular fidelity and ensure quality student outcomes.</p>	<p>ACCESS Teachers, Title III Manager, CBL Liaisons</p>			<p>General Fund</p>
<p>Professional Development within ACCESS has been planned based on CAHSEE, CELDT, and CST student achievement data, as well as a variety of staff surveys in individual subject areas that cover staff strengths, needs, and student interests. In addition, we have identified the shortage of math and science credentials by analyzing ACCESS teachers' highly qualified status.</p>	<p>ACCESS and CLASS administration, Assessment and Accountability Manager, Title III Manager, Regional EL Liasions, GLADiators, Title III Program Support Assistant</p>	<p>Staff Development materials, technology, conferences</p>	<p>Included in estimates above</p>	<p>Title III LEP, Title III Imm</p>
<p>We believe that sufficient and sustained exposure to particular focus areas, based on student academic data, of professional development (based on student academic</p>				

<p>data) is necessary to effect positive change. Each year, ACCESS leadership chooses an area on which to focus staff development efforts. In the past six years, we have targeted writing, assessment, mathematics, GLAD, science, and cultural diversity. Multiple ACCESS-wide initial trainings combined with on-going, focused workshops ensure a coordinated and cohesive approach to staff development.</p> <p>To encourage teacher leadership, the following are examples of sustained, on-going professional development opportunities: Character Based Literacy (CBL) Liaisons meet quarterly to review and to add new skills; All ACCESS Math (AAM) has met for a total of 80-hours this year and will continue to provide training in math pedagogy focused on understanding for both Math Leads and Regional Leads; BTSA and Induction provides two-years of reflective teaching support as well, pairing veteran teachers with newer teachers; direct support for English learner instruction is provided by highly trained RELL coaches, as well as a wide variety of on-going classes including GLAD strategies and Spanish in the classroom, via Rosetta Stone. In addition, several committees also provide on-going trainings in the areas of assessment, technology, and the arts.</p>	Staff Development Administrator		Included in estimates above	Staff Dev. Funds (FLEX)
	Staff Development Manager		Included in estimates above	Title I Part A
	ACCESS Teacher		\$124,051	Title I Del
	ACCESS Teacher		\$125,899	Title II
			\$22,900	Beginning Teachers Support and Assessment (BTSA)

**6. Include specific academic achievement and English Language Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III**

**Accountability System.** (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)

Please describe those goals and specific strategies for meeting the goals.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Overall ELA Goal: ACCESS will continue to demonstrate improvement towards AYP proficiency goals among English Learner students (high priority subgroup) in English-language arts.</p> <p>Overall Math Goal: ACCESS will continue to strive to reach annual AYP proficiency goals among English Learner students (high priority students) in mathematics.</p> <p><b>Goal:</b> Train all instructional staff to effectively implement Systematic ELD through the use of ACCESS-created Monthly ELD (MELD) curriculum. We believe that with increased teacher skill and practice in identifying areas of needs and maximizing areas of academic strength within the English learner student population, students will reach proficiency at an increased rate. Although ACCESS consistently meets AMAO 1 of the Title III accountability system, we recognize the direct connection between English proficiency and successful academic performance. ACCESS will continue to make the acquisition of language a priority with the systematic English Language Development (ELD) program designed to take students to native-like language fluency. Regional EL Liaisons annually attend a Training of Trainers opportunity.</p> <p><b>Goal:</b> In review of the AYP data, it is clear that ACCESS students within the AMAO 3 cohort have not met their</p>	<p>ACCESS Administration, CLASS Staff, Regional EL Liaisons, Instructional Staff, CBL Liaisons, Title III Program Support Assistant, ACCESS Math Leads, GLADiators, National Training Center Consultant</p>	<p>RELL Stipends</p>	<p>Included in estimates above</p>	<p>Title III LEP, Staff Dev. Funds (FLEX), Title III Imm, IMFRP</p>

<p>targets. However, student scores in the area of English language arts grade 9-12 continue to improve since the accountability measures have been in place. This increase may be due in part to the introduction of the local board approved ELA program Character Based Literacy (CBL) that is now an integral part of the ACCESS 9-12 instructional program and serves as a support to the state adopted K-8 ELA program. CBL daily lesson plans expect students to read and write every day by responding, reacting, and exploring deeply literature from the California Recommended Readings in Literature. CBL, which standardizes the curriculum across multiple sites, is also ideal for continuity of the academic program for our highly mobile student population.</p> <p>The English Learner Subgroup Self Assessment (ELSSA) data indicates that within the K-8 cohort of English Proficient, 47% of the students score at Below Basic and Far Below Basic in English language arts leaving only 16% of the student population scoring at or above Proficient. Given that 39% of the students tested score within the Basic range on the ELA portion of the CSTs, identifying these “continuously enrolled students” and providing strategic intentional instruction to promote skill acquisition should move them to a proficient level far faster than has been possible in the past.</p> <p><b>Goal:</b> Review of the data for AMAO 3 also indicates that mathematics scores are increasing for our 9-12 grade population. We believe this is a result of the intentional focus on mathematics instruction by ACCESS Math Leads. But, the rate of acceleration of improvement targets requires a more intentional approach to mathematics instruction. Currently, ACCESS is Beta-testing Targeted3Math Instruction 3.0. This program addresses academic needs in Algebra I and CAHSEE Math Standards.</p> <p>In the area of mathematics 54% of the enrolled K-8</p>				
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<p>students score at Below Basic and Far Below Basic, leaving 14% of the student population scoring at or above Proficient. When considering this data, it may be of value to note that 32% of the students tested score within the Basic range on the mathematics portion of the CSTs. Continuing our focus on providing teachers with skills and knowledge in the area of mathematics and its instruction will assist the program in its effort to maximize instructional time and increase student proficiency.</p> <p><b>Goal:</b> Ensure universal access by training all teachers in the Project GLAD model for instruction. ACCESS continues to make progress toward achieving the annual AYP goals for English language arts and mathematics, but we realize that because these targets are not static, additional program planning in the core academic areas for increased intentional intervention is necessary to assure all students reach proficiency.</p> <p>The disaggregated data for our EL subgroup indicate that 55% of those English learners scoring at the Intermediate CELDT level of English proficiency perform at Below or Far Below Basic on the ELA portion, with 40% of our student population scoring within the Basic range. On the mathematics portion, only 5% of the Intermediate English learners scored at Proficient, leaving 40% of the population scoring at Below and Far Below Basic. It is the intention of the LEA Plan to provide teachers with research-based instructional strategies to allow them greater effectiveness in the area of targeted intentional instruction of English learners.</p>				
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***7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an***

***extension of the school year.***

Please describe those activities and how you will incorporate them.	Persons Involved /Timeline	Related Expenditures	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. Often sites are open from very early morning until late into the evening to accommodate the students' needs and personal schedules. Along with this flexible scheduling, the ACCESS Safe Schools Program is currently providing four ACCESS sites with Friday Night Live programming. In addition, ACCESS provides after-school tutoring for CAHSEE remediation and preparation.</p>	<p>Safe Schools Administration and Support Staff, ACCESS Staff and Teachers</p>		<p>\$50,000</p>	<p>Grants to Reduce Alcohol Abuse (GRAA)</p>
<p>Support the school library at the new Harbor Learning Center to encourage increased literacy.</p>	<p>Library Technician</p>		<p>\$65,533</p>	<p><b>ARRA</b> Title I Del</p>
	<p>Short Term Librarian</p>		<p>\$16,800</p>	<p>Title I Part A</p>
<p>Every summer, ACCESS Safe Schools offers 35 youth an 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.</p>	<p>Safe Schools Administration and Support Staff, ACCESS Staff and Teachers</p>		<p>\$50,000</p>	<p>Instructional Funds and Various Grants</p>



<p>To build the capacity of school staff to work more effectively with families, Title I conducts a Family-Friendly Schools Project. Staff who participate in the project will attend after school workshops to learn how to develop a more accessible school environment for families. In addition, Title I is publishing a bilingual newsletter which will provide tools and resources to assist families in supporting their children's education.</p>				
<p>ACCESS Safe Schools Clinicians have piloted an evidenced-based class for parents to receive Parent Management Training curriculum at no cost. Parents are referred to the class through the Student Consultation Team process. This ten-week training provides parents with the skills and resources to build healthy relationships with their children.</p>	<p>Safe Schools Administration, Clinicians, and Support Staff, AU Administrators</p>		<p>\$1,800</p>	<p>Grants to Reduce Alcohol Abuse (GRAA)</p>
<p>ACCESS Safe Schools supports Open House events with recruiting, marketing, presenting and sharing of information and resources at planned open house events throughout the year.</p>	<p>Safe Schools Administration and Community Liaisons</p>			

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

**LEA Plan Information:**

**Name of Local Educational Agency: Orange County Department of Education**

**County District Code: 3010306**

**Date of Local Governing Board Approval:**

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**District Superintendent: William M. Habermehl**

**Address: 200 Kalmus**

**City: Costa Mesa**

**Zip Code: 92626**

**Phone: 714-966-4000**

**FAX:**

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**E-mail:**

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**Signatures:**

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

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Signature of Superintendent

Printed Name of Superintendent

Date

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Signature of Board President

Printed Name of Board President

Date

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**I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).**

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Name of External Organization

---

Signature of External  
Organization Representative

Printed Name of  
External Organization Representative

Date

---

Address

Phone

Send this signed assurance page **no later than January 2, 2008**, to:

Debbie Rury, Consultant  
School and District Accountability Division  
California Department of Education  
1430 N Street, Suite 6208  
Sacramento, CA 95814

## **APPENDIX**

**Item 1: Youth and Adult Correctional Education Program (YCEP) WASC Action Plan**

**Item 2: South County Community School WASC Action Plan:** This document will serve as an example representing all ACCESS Community School WASC Action Plans. Appendix Item 3 contains additional information regarding other Administrative Units' WASC reports.

**Item 3: WASC overviews of Findings and Action Plans**

**Item 4: Special Education/North Orange County (NOC) SELPA Local Plan**

## YCEP WASC: Chapter 5: Action Plan

Appendix Item 1

**GOAL #1:** To ensure student learning and increase student achievement of the state academic standards throughout the Youth and Adult Correctional Education Program (YCEP and ACEP).

- **Rationale for the goal:** Based upon the Youth and Adult Correctional Education Program (YCEP and ACEP) student achievement data, there is a need to remediate underachievers, support special populations, provide a consistent standards based curriculum, and implement instructional strategies in order to maximize student success.
- **ESLR addressed: “A” Academic Achievement** – Improve individual learning in core content areas: English, mathematics, science, social studies.

TASKS	WHO'S RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE
Focus on Algebra for proficiency per graduation requirements	School Administration Math leads Math teachers TOSA Tutors	Title I and other categorical funds CAHSEE remediation funds Turning point technologies Staff development funds Departmental meetings	Graduation rate CAHSEE results CST CAHSEE strands that address algebra Benchmark assessments Chapter tests Common teacher made assessments Report cards	ALL ACCESS Math piloted 2006 / meet AYP goals / implement
Implement Region wide Departmental meetings	Administration / site leaders	Time set aside for quarterly regional department meetings/ Monthly school staff meeting.	Agendas and Minutes	Implement and continue, 2010

<b>TASKS</b>	<b>WHO'S RESPONSIBLE</b>	<b>RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>
Initiate standards based textbook adoption	School site council Administration Curriculum Departmental Committees School Board	IMF and General Funds Time to review textbooks for adoption Student feedback	Agendas and recommendation of curriculum committee School Site Council Minutes Purchase Orders Classroom Observations	Implement one core curricular area in spring 2010 Ongoing in a five year adoption process, 2015
Develop common benchmark assessment	Teachers Subject area lead teachers	Curricular meetings	Developed common benchmark assessments Teacher lesson plans	Ongoing during a five year adoption process By 2012 benchmarks will be adopted
Review course descriptions and outlines	ACCESS Standards and Curriculum Committee	Monthly Meetings	Finished Product, Agendas and Minutes	2010
Implement a pacing guide	Curriculum committees Administration	New text books Course descriptions/ outlines State standards Time for curricular Department meetings to develop guidelines	Document common curriculum throughout regions Classroom observations State assessments Teacher lesson plans	Implement one core curricular area in spring 2010 Ongoing in a five year adoption process, 2015
Support and expand remediation for students performing below grade level	Administration TOSA Title I Para-lead, para-educators and tutors ACCESS Assessment Center Teachers	Title I funds CAHSEE remediation funding Curriculum, Instruction and Assessment Center Revolution Prep	CAHSEE results CST results Benchmark testing results Revolution Prep results Scantron assessment results	Initial implementation in progress, Night tutor program fully implemented by 2011

**GOAL #2:** To ensure that our English Learners have opportunities to master the state standards through the use of research-based curriculum and strategies.

- **Rationale for the goal:** We understand that anyone who is not a native language speaker may struggle in an academic environment. We are committed to providing access to educational concepts, vocabulary, and English language development.

- **ESLRs addressed:**  
**“A” Academic Achievement** – Improve individual learning in core content areas: English, mathematics, science, social studies.

**“A” Academic Achievement-** Increase effective communication through reading, writing, listening, and speaking.

**“A” Academic Achievement-** Successfully interpret, manipulate, and synthesize information to solve problems.

TASKS	WHO'S RESPONSIBLE	RESOURCES	MEANS TO ACCESS IMPROVEMENT	TIMELINE
Continue implementation of Regional EL Action Plan (RAP)	School Administration RELL Teachers TOSA	Title III Coordinator Title III funds RELL Title III Family Liaison Assessment technician Assessment Accountability Department GLADiators	Evidence of plan's subsections in classrooms (such as SAVI, resources/ materials)  Training agendas/ sign-in sheets  Meeting sign-in sheets	Ongoing review and implementation of the RAP, January 2009

<b>TASKS</b>	<b>WHO'S RESPONSIBLE</b>	<b>RESOURCES</b>	<b>MEANS TO ACCESS IMPROVEMENT</b>	<b>TIMELINE</b>
<b>ELD Curriculum</b>	<b>School Administration RELL Teachers TOSA</b>	<b>Title III Coordinator Title III funds RELL GLADiators</b>	<b>Teacher lesson plans Student work Teacher observations MELD (Monthly English Language Development) curriculum</b>	<b>Began implementation, November 2009</b>  <b>Complete region-wide trainings, May 2010</b>  <b>Ongoing monthly curriculum developed and distributed to staff through 2015</b>  <b>Began Lunch &amp; Learn professional support meetings, November 2009 and ongoing through 2015</b>
<b>ELD/SAVI implementation</b>	<b>School Administration Teachers</b>	<b>Title III Coordinator Title III funds RELL GLADiators Lunch &amp; Learn and Make &amp; Take meetings</b>	<b>Student work Teacher lesson plans Teacher observations Standardized assessments Common teacher assessments</b>	<b>SAVI implementation began, February 2008 and ongoing through 2016</b>  <b>Began ELD implementation, November 2009 Complete ELD region-wide trainings, May 2010</b>

<b>TASKS</b>	<b>WHO'S RESPONSIBLE</b>	<b>RESOURCES</b>	<b>MEANS TO ACCESS IMPROVEMENT</b>	<b>TIMELINE</b>
<p><b>EL identification (continue the status inquiry/process)</b></p>	<p><b>School Administration Teachers RELL Student Record Technicians Counseling Office Attendance and Records Assessment Accountability Department TOSA Testing liaisons</b></p>	<p><b>Home district information Language Survey CELDT data Enrollment cards Assessment technician Language status inquiry process and forms Eagle student data Title III Community Family Liaison</b></p>	<p><b>CELDT data Teacher grade books Student enrollment cards Eagle student data Notification of enrollment/record request form Language status inquiry form</b></p>	<p><b>Evaluation of identification process, March 2010</b></p> <p><b>Update staff on identification process and procedures, January 2010</b></p> <p><b>Quarterly meetings evaluating and streamlining process for quick student identification</b></p>

**GOAL #3:** To enhance student transition services and collaboration with our partners that allows for timely student enrollment, accurate updated school records and that provides an individual learning plan for long term students.

- **Rationale for the goal:** As a result of our students experiencing repeated school failure, our staff believes there is a need to assist them with their re-entry into school and community by providing them with the skills, resources, and plans necessary for success.
- **ESLR addressed:**
  - “A” Academic Achievement--Improve individual learning in core content areas: English, mathematics, science and social science
  - “R” Readiness for Transition and Work--Become a productive and contributing member of society.
  - “R” Readiness for Transition and Work--Develop a realistic plan to attain educational, vocational, and personal goals.
  - “R” Readiness for Transition and Work--Find and use resources available in their community.
  - “S” Self Advocacy--Become actively empowered stakeholders in their own education and lives

<b>TASKS</b>	<b>WHO'S RESPONSIBLE</b>	<b>RESOURCES</b>	<b>MEANS TO ACCESS IMPROVEMENT</b>	<b>TIMELINE</b>
<b>Individual Transition Plans</b>	<b>School Administration Counseling Office TOSA Student Record Technicians</b>	<b>Probation Dept. Counseling Office Eagle (student data) Community school student record technicians Title I funding Community school administration/ teachers</b>	<b>Number of days for student to transition into community school</b>	<b>Expanded to two transition specialists, Feb 2008.  Probation Liaison added, July 2008.  School Counselor added, March 2009.  Transition specialist for Special education students, August 2009.</b>
<b>Identification of YCEP's long-term students</b>	<b>School Administration Counseling Office TOSA Student Record Technicians</b>	<b>CBEDS Probation Dept. Counseling Office Eagle (student data) Title I Para-Educators / Tutors</b>	<b>Improved students assessment scores  ILP  Graduation rates GED passage</b>	<b>Define Long-term student, July 2010  Create ILP procedures, July 2010</b>
<b>Individual Learning Plan for YCEP's long term students</b>	<b>School Administration Counseling Office TOSA Student Record Technicians</b>	<b>Counseling Office Title I funding Eagle (student data) Title I Para-Educators/ Tutors</b>	<b>ILP procedures in place  Update students' school credits  Individual credit evaluations  Number of days for student to transition into community school</b>	<b>Define Long-term student, July 2010  Create ILP procedures, July 2010  Implement ILP procedures, September 2010</b>

<b>TASK</b>	<b>WHO'S RESPONSIBLE</b>	<b>RESOURCES</b>	<b>MEANS TO ACCESS IMPROVEMENT</b>	<b>TIMELINE</b>
<b>Special Ed Transition</b>	<b>School Administration Special Education Administration RSP Teachers and Special Education Para-educators Counseling Office Student Record Technicians</b>	<b>Special Education Department Counseling Office Title I funding Eagle (student data) SEIS Community school administration, teachers and student record technicians Probation Dept.</b>	<b>Special Education transition plan.  Number of days for student to transition into community school  Graduation rates GED passage</b>	<b>Transition specialist for Special education students, August 2009.  Collaboration with school districts on a seamless transition plan, July – September 2009.  Implemented plan, October 2009.</b>

South County Community School WASC Action Plan

Chapter Five  
Schoolwide Action Plan

Legend: S & C=Standards and Curriculum Committee (all PARs/programs represented) CISS=Curriculum and Instructional Support and Services  
AAG= Assessment Advisory Group (all PARs/programs represented) DAG=Division Advisory Group (all PARs/programs represented)

**KEY AREA FOR IMPROVEMENT #1: Rigorous standards-based grade level curriculum is consistently implemented for all students.**

Rationale	ESLRS Addressed	Steps for Improvement: (goals, objective, activities)	Time-Line	Person(s) Responsible	Resources Allocated	Ways of Assessing Progress/Means of Reporting Progress
<p>The results of CST and CAHSEE data indicate a need to address student achievement in all core curricular areas.</p> <p>Only 20% of white students and 5-8% of all other subgroups of ACCESS South County students scored "proficient" or "above" on the 2009 California Standards Test (CST) in English/Language Arts.</p> <p>48% of ACCESS South County students passed the ELA portion of the CAHSEE in 2008-2009.</p> <p>There is a significant difference in performance between males and females and between Hispanic students and the ACCESS population as a whole on the CST ELA and the CAHSEE ELA.</p>	<p><u>Maximized Learning:</u> Attain proficiency-level literacy skills by communicating effectively in reading, writing, and speaking</p>	<p>1. Standards-based instructional materials all students including all sub-groups of students a. Selection of standards-based instructional materials b. Training in the use of standards-based instructional materials c. Replacement of Textorder.com with new book order system. South County to be trained in ordering instructional materials</p>	2010 and Ongoing	South Admin. Site Liaisons All Staff S & C Budget Office	State instructional materials allocations Grants Staff development allocations	<p>-Completed purchase orders and receipt of textbooks -Records of staff trained -Monitoring of use of standards-based materials via observation and evaluation</p>
	<p><u>Engagement:</u> Exhibit appropriate behavior, responsible self-control, and social skills</p>	<p>2. Formalized standards-based curriculum designed in core curriculum areas; monitor implementation at each site</p>	2010 and Ongoing	South Admin Staff CISS Instructional Technology	S & C Staff Dev Coordinator Assessment	-Completed curriculum guides distributed
	<p>Work successfully with others and resolve conflicts through effective communication</p>	<p>3. Continue and refine quarterly "Write On!" focusing on all styles of essay writing Include speaking as an integral component of literacy-writing</p>	2010 and Ongoing in quarters each school year	South Admin CBL Lead CBL Fellows for South Site Liaisons Staff	CBL Funds	<p>-Monthly "Write On" scores, CAHSEE and CST scores -Staff Training in developing student oral presentation skills</p>
	<p><u>Transition:</u> Display the ability to set and achieve goals</p>	<p>4. Teaching strategies, resources and assessment Design regional plan to monitor classroom implementation of the GLAD Strategies</p>	2010 and Ongoing	South Admin. CISS Glad Trainer All Staff	Staff Development	<p>-Training Surveys -Classroom observations -Assessments</p>
		<p>5. Survey staff for needed staff development in literacy instructional strategies</p>	2010 and Each School Year	South Admin All Staff		Tabulated responses to staff development survey

<u>Rationale</u>	<u>ESLRS Addressed</u>	<u>Steps for Improvement: (goals, objective, activities)</u>	<u>Time-Line</u>	<u>Person(s) Responsible</u>	<u>Resources Allocated</u>	<u>Ways of Assessing Progress/Means of Reporting Progress</u>
<p><b>Key Area for Improvement #1 (cont)</b></p> <p>Only 13% of white students and 4-6% of other subgroups of the ACCESS South County population scored "proficient" or "above" on the 2009 General Math CST.</p> <p>5 % of white students and none of the other subgroups scored "proficient" or "above" on the 2009 Algebra SCT.</p> <p>39% of ACCESS South County students passed the Math portion of the CAHSEE in 2008-2009.</p> <p>There is a significant difference in performance between males and females and between Hispanic students and the ACCESS population as a whole on the math CST and the CAHSEE math.</p>	<p><u>Maximized Learning:</u> Attain proficiency level in mathematics for junior high and in algebra for high school</p> <p><u>Engagement:</u> Exhibit appropriate behavior, responsible self-control, and social skills</p> <p>Work successfully with others and resolve conflicts through effective communication</p> <p><u>Transition:</u> Display the ability to set and achieve goals</p>	<p>6. Provide staff development for math (pre-algebra) after identification of "best practices" in math assessment and curriculum</p> <p>7. Continued staff development in All ACCESS Math Program</p> <p>8. Continued Revolution Prep software use by all staff for CAHSEE Math Remediation</p> <p>1. Teaching staff will use non-instructional time to: a. Review student work and student data b. Reflect and revisit the implications of their data c. Review with peers d. Define the priorities for staff development activities</p>	<p>2010 and Ongoing</p> <p>2010 and Ongoing</p>	<p>South Admin CISS All Access Math Leads Trainers All Staff</p> <p>Directors South Admin All Staff Assessment Center CISS</p>	<p>ACCESS South Staff Trainers, CISS Standards-based curriculum Revolution Prep Licenses PAR budget</p> <p>Student data posted on ACCESS intranet for teacher review</p>	<p>-Report cards, test scores in mathematics</p> <p>Standardized tests</p> <p>Formative assessment of student progress</p> <p>-Increased student achievement on CAHSEE Math CST Math</p> <p>-Increased # of students passing Algebra</p> <p>-Improved student achievement in core curricular areas</p> <p>-Increased staff participation in staff development activities</p> <p>-Teacher evaluation process reviewed standard #6 (development as a professional educator)</p>
<p>ACCESS South County will focus on continued program enhancement and improved student achievement through collaborative staff development resulting in professional growth and improved student achievement.</p>	<p><u>Maximized Learning:</u> Attain proficiency-level literacy skills and communicate effectively in reading, writing, listening, and speaking.</p> <p>Attain proficiency level in mathematics for junior high and algebra for high school</p>	<p>2. Priorities for staff development activities will be gathered from all sites to create the following: a. Staff survey to identify professional development needs. b. Develop a regional plan with staff input that will provide direction for staff development using survey results c. Standards and Curriculum committee will analyze and make recommendations based on results of survey</p>	<p>2010 and Ongoing</p>	<p>Directors South Admin All Staff Assessment Center CISS</p>	<p>ACCESS website Online surveys, South County staff development days Staff development funds</p>	<p>-Completed surveys -Analysis of results -Data from survey -Completed analysis and recommendations -In-service attendance</p>

<u>Rationale</u>	<u>ESLRS Addressed</u>	<u>Steps for Improvement: (goals, objective, activities)</u>	<u>Time- Line</u>	<u>Person(s) Responsible</u>	<u>Resources Allocated</u>	<u>Ways of Assessing Progress/Means of Reporting Progress</u>
<p><i>Key Area for Improvement #1 (cont)</i></p>		<p>3. ACCESS will develop an Online Course Program for all Regions. South County will implement the program with one to two staff members teaching the online courses</p> <p>Staff Development and training will be developed so all teachers can institute the use of the online curriculum</p>	<p>2010 and Ongoing</p>	<p>Technology Department Director of Operations South Admin Online Teaching Committee Selected online teaching staff All staff to be trained as program is developed</p>	<p>Technology Funds South County budget Staff Development Funds</p>	<p>-Online course offerings -Online course completion -Admin evaluation of teachers' online course instruction</p>

**KEY AREA FOR IMPROVEMENT #2: Student assessment data is used as the basis for instructional decisions to increase student achievement.**

Rationale	ESLRS Addressed	Steps for Improvement: (goals, objective, activities)	Time-Line	Person(s) Responsible	Resources Allocated	Ways of Assessing Progress/Means of Reporting Progress
Accurate assessment of students for entry into South County Community School and during the duration of their enrollment will enable students to receive appropriate curriculum and instruction to maximize student achievement.	<p><u>Maximized Learning:</u> Attain proficiency-level literacy skills and communicate effectively in reading, writing, listening, speaking, and mathematics</p> <p>Attain proficiency level in mathematics for junior high and in algebra for high school</p> <p><u>Transition:</u> Display the ability to set and achieve individualized learning goals</p>	Continue to insure that all students in South County Community School receive standards-based curriculum based on assessment results	2010 and Ongoing	Administration Assessment Teacher All teachers and paraeducators Technology support	General and grant funds: Hardware and software Tech. support All staff training	-All sites will have and utilize Scantron EdPerformance Assessment, and all teachers will be trained in its use as indicated by sign-in sheets and agendas for staff development meetings
		1. Scantron EdPerformance Assessment completed by all ACCESS South County students at enrollment by the Assessment Teacher(s)	2010 and Ongoing	Administration Assessment Teacher All teachers & paraeducators	General and grant funds: Teaching staff Hardware and software All staff training	-Student test results (pre- and post-) test results every six months
		2. Scantron EdPerformance Assessment implementation to all ACCESS South County sites including teacher and paraeducator training	2009-11	Administration Assessment Teacher	Enrollment Staff Hardware and software	-Improved state achievement & Scantron test scores -Scantron test score reports in student folder with Individualized Learning Plan (ILP)
		3. Develop a Scantron EdPerformance Assessment procedure for ongoing assessment of all students in ACCESS South County	2010 and Ongoing	Administration Assessment Teacher All teachers and paraeducators Tech support	General and grant funds: PAR-wide system requirements All teachers and paraeducators Assessment Teacher Admin.	-Scantron base test results and six month post- test results

<u>Rationale</u>	<u>ESLRS Addressed</u>	<u>Steps for Improvement: (goals, objective, activities)</u>	<u>Time- Line</u>	<u>Person(s) Responsible</u>	<u>Resources Allocated</u>	<u>Ways of Assessing Progress/Means of Reporting Progress</u>
<p><i>Key Area for Improvement #2 (cont)</i></p> <p>A centralized, electronic system of student assessment results is necessary so teachers can use student data to drive instructional decisions. (Students in ACCESS are transitory, moving throughout ACCESS, creating an immediate need of the assessment information for teachers and other vested stakeholders).</p> <p>Student demographic information required on state-mandated tests is needed for accurate reporting to comply with state and federal regulations.</p>	<p><u>Maximized Learning:</u> Attain proficiency-level literacy skills by communicating effectively in reading, writing listening, speaking, and mathematics</p> <p>Attain proficiency level in mathematics for junior high and in algebra for high school</p> <p><u>Transition:</u> Display the ability to set and achieve individualized learning goals</p>	4. Provide training to ACCESS South County staff in Scantron EdPerformance for extended assessment reports to drive curriculum and instruction	2010 and Ongoing	Administration Assessment Teacher All teachers and paraeducators Tech support	General and grant funds: PAR-wide system requirements All teachers and paraeducators Assessment Teacher Admin.	-State achievement test scores -Test participation rates -State test scores -Report cards -Graduation rate
		1. To insure appropriate instruction, All ACCESS South County teachers have access to student assessment records database	2010 and Ongoing	Administration Attendance and Records Assessment Teacher All Teachers	General and grant funds: Computer hardware and software (ABI) Personnel	-Sufficient computer hardware and software dedicated to student assessment database
		2. All teachers will monitor initial, formative, and summative assessment data to develop instruction	2010 and Ongoing	Administration All teachers and paraeducators	General and grant funds: Training of all teachers in data analysis	-Records of staff trainings -Individualized standards-aligned curriculum for each student based on assessment-identified areas of needed growth
		3. ACCESS South County staff will utilize Aeries Browser Interface (ABI) to review results of Scantron EdPerformance, CELDT, STAR, & CAHSEE for all students	2010 and Ongoing	Administration All teachers & paraeducators	General and grant funds: Training of all teachers in data analysis	-Student mastery of academic standards as measured by formative and summative assessments
4. Continue to evaluate appropriate standards-based curriculum used for instruction based on assessment results	2010 and Ongoing	Administration All Staff Assessment and Records Division	General and grant funds	-Standards mastery, course requirement completion, informal and formal assessments (CST, STAR, CAHSEE, CELDT)		

<p align="center"><b><u>Rationale</u></b> <i>Key Area for Improvement #2 (cont)</i></p>	<p><b><u>ESLRS Addressed</u></b></p>	<p><b><u>Steps for Improvement: (goals, objective, activities)</u></b></p>	<p><b><u>Time-Line</u></b></p>	<p><b><u>Person(s) Responsible</u></b></p>	<p><b><u>Resources Allocated</u></b></p>	<p><b><u>Ways of Assessing Progress/Means of Reporting Progress</u></b></p>
<p>More prescriptive use of text-based and web-based formative and summative assessment tools that are aligned to state standards for on-going assessment which serves to drive instruction and promote student achievement.</p> <p>Teachers working together to develop assessment methods and tools will continue to strengthen ACCESS South County's Professional Learning Communities (PLCs).</p> <p>Additional pre/post assessments would enable participation in ASAM Indicator measurement.</p>	<p><u>Maximized Learning:</u> Attain proficiency-level literacy skills by communicating effectively in reading, writing, and speaking</p> <p>Attain proficiency level in mathematics for junior high and in algebra for high school</p> <p><u>Transition:</u> Display the ability to set and achieve goals</p>	<ol style="list-style-type: none"> <li>1. Continue to research state-approved standards-based assessment inventories</li> <li>2. Update, supplement, and/or replace current assessment tools</li> <li>3. Train personnel to interpret and disaggregate data and student test results for instructional "next steps"</li> <li>4. Re-evaluate results</li> </ol>	<p>2010 and Ongoing</p>	<p>Administration Attendance and Records Trainers</p>	<p>General and grant funds: Personnel Hardware and software Standards-aligned texts and resources Appropriate assessment tools</p>	<ul style="list-style-type: none"> <li>-Adequate hardware and software.</li> <li>-Trained personnel</li> <li>-Sufficient assessment materials</li> <li>-Accessible assessment results</li> <li>-Adequate means of disseminating assessment results</li> </ul>

**KEY AREA FOR IMPROVEMENT #3: Continue to develop a systematic instructional delivery model to support the achievement of students who are ELD and/or those who are significantly below grade level.**

Rationale	ESLRS Addressed	Steps for Improvement: (goals, objective, activities)	Time-Line	Person(s) Responsible	Resources Allocated	Ways of Assessing Progress/Mean of Reporting Progress
ACCESS demographics indicate an increased number of identified English Learners that require specialized support and instruction to achieve academic success.	<p><u>Maximized Learning</u> Attain proficiency-level literacy skills by communicating effectively in reading, writing, listening, and speaking</p> <p>Attain proficiency level in mathematics for junior high and in algebra for high school</p> <p><u>Engagement</u> Work successfully with others and resolve conflicts through effective communication</p> <p><u>Transition:</u> Display the ability to set and achieve goals</p>	<p>1) Continue to insure that English Learners are properly identified within 30 days after enrollment</p> <p>a. Use the home language survey to identify students who may be English Learners</p> <p>b. CELDT scores are received from districts for all newly enrolled students</p> <p>c. CELDT test is administered annually to insure proper placement and to measure student progress</p> <p>d. If after 30days CELDT test information remains unavailable, Title III office will coordinate administration of the initial CELDT test</p>	2010 and Ongoing	RELL Regional Admin Title III Staff Assessment Staff	Title III Fund General Fund Regional enrollment Staff Assessment and Accountability staff, Regional instructional staff ACCESS Guidelines, EL Support Guide Home Language Survey Regional Title III Action Plan	-Demographics reports  -Referring district data  -Established AMAO 1, 2 cohort
		<p>2) Continue to insure that English Learners are properly placed in the appropriate instructional setting based on language support needs</p> <p>a. Insure that Beginning through Intermediate English Learners are placed in the instructional setting that maximizes teacher-student contact time using EL adopted curriculum ( MELD and SAVI) and use of GLAD strategies in core content area instruction</p> <p>b) Insure that Early Advanced and Advanced English Learners are placed in an instructional setting that supports the use of GLAD strategies and implements modified MELD, SAVI , CBL</p>	2010 and Ongoing	RELL Regional Admin Title III Staff Assessment Staff Site Instructional Staff	Title III Fund ELAP Fund General Fund Title I Fund  Regional enrollment staff, Assessment and Accountability staff, Regional instructional staff GLADiators, RELLS , Title III Program Support Asst. Technology CBL Fellows, Title III Action Plan	-CELDT results Standardized test scores  -Student report cards and progress reports

<u>Rationale</u>	<u>ESLRS Addressed</u>	<u>Steps for Improvement: (goals, objective, activities)</u>	<u>Time- Line</u>	<u>Person(s) Responsible</u>	<u>Resources Allocated</u>	<u>Ways of Assessing Progress/Mean of Reporting Progress</u>
<p><i>Key Area for Improvement #3 (cont.)</i></p> <p>A significant percentage of our population is achieving below grade level in the core curriculum</p>		<p>3) Provide teachers access to curriculum to support English Language Development (ELD) and core content instruction</p> <ul style="list-style-type: none"> <li>a. Monthly ELD (MELD)</li> <li>b. Systematic Academic Vocabulary Instruction (SAVI)</li> <li>c. English Yes! Levels 1-7</li> <li>d. Grammar Sense Levels 1,2,3 plus audio CD</li> <li>e. Oxford Picture Dictionary Beg/Int. Levels</li> <li>f. Character Based Literacy (CBL)</li> <li>g. All ACCESS Math</li> </ul>	2010 and Ongoing	RELL Regional Admin Title III Staff CBL Fellow Site Instructional Staff Math Committee	Title III Fund ELAP Fund General Fund Title I Fund IMFRP Fund  Technology SAVI – E News Monthly ELD CBL Quarterly Lesson Plans AAM Calendar and Lesson Guide, Title I Tutors, Santa Clara U.	-CELDT results -Standardized test scores -Analysis of CELDT and CAHSEE  -Student report cards and progress reports -Curriculum-based measurement (SAVI, MELD, CBL)
		<p>4) Provide ongoing and targeted staff development opportunities to support effective implementation of adopted programs, materials, and instructional strategies</p> <ul style="list-style-type: none"> <li>a. South PAR All-Staff Development Days three times per year includes focus on needs of English Learners.</li> <li>b. Teachers attend localized professional learning communities throughout the region twice yearly to develop new skills, refresh, retrain, and reflect on instructional needs of English Learners</li> <li>c. Consultants provide ongoing support for regionally adopted program strategies such as GLAD, CBL, and All ACCESS Math</li> <li>d. In addition, consultants may</li> </ul>	2010 and Ongoing	RELL Regional Admin Title III Staff CBL Fellow GLADiators, NTC GLAD staff	Title III Fund ELAP Fund Staff Development Fund Title I Fund EL Support Guide, SAVI Support Guide, MELD Lesson Plans, CBL Next Quarterly Meetings, AAM Calendar, Title III Action Plan Santa Clara U. GLAD National Training Center Consulting Assessment and Accountability Staff	-CELDT results -Standardized test scores -Analysis of CELDT and CAHSEE  -Student report cards and progress reports -Curriculum-based measurement (SAVI, MELD, CBL)

<u>Rationale</u>	<u>ESLRS Addressed</u>	<u>Steps for Improvement: (goals, objective, activities)</u>	<u>Time-Line</u>	<u>Person(s) Responsible</u>	<u>Resources Allocated</u>	<u>Ways of Assessing Progress/Mean of Reporting Progress</u>
<i>Key Area for Improvement #3 (cont)</i>		introduce other research-based strategies to support diverse needs of English Learners				
		5) Monitor implementation of English Learner programs and strategies by teachers a. Onsite visits and observations by administration and Title III office b. Attendance and participation of teachers at professional learning communities c. Teachers will regularly provide evidence of implementation as a follow-up after attending Staff Development, professional learning communities, and consultant trainings	2010 and Ongoing	Regional Admin Title III Staff GLAD NTC consult	Title III Fund ELAP Fund Staff Development Fund Title I Fund RELL, Title III Staff, GLAD NTC consulting GLADiators CBL Fellow AAM Committee	-Teacher Observation -Sign-in Sheets, -Student Evidence and Assignment Sheets -Classroom environments
		6) Monitor academic progress of English Learners a. Develop a monthly progress monitoring tool for use with MELD and SAVI b. CELDT test administered annually to assess student progress c. Develop division-wide ELD benchmarks	2010 and Ongoing	RELL Regional Admin Title III Staff Assessment Staff Instructional Staff	Title III Fund General Fund SAVI Support Guide, MELD Lesson Plans, CBL Quarterly Writing Prompt, RELL, Title III Staff, Regional Administration, Assessment and Accountability staff, Instructional staff	-CELDT Results -Title III Accountability System AMAO 1,2,3 -Graduation Rates -ELD Benchmarks -Curriculum-Based Measurements(CBM) for (SAVI, CBL, MELD, AAM) -Standardized test scores -Analysis of CELDT and CAHSEE

**KEY AREA FOR IMPROVEMENT #4: Provide a quality program stressing transitional assistance for at-risk youth and incorporating family involvement for academic and social success of students.**

Rationale	ESLRS Addressed	Steps for Improvement: (goals, objective, activities)	Time-Line	Person(s) Responsible	Resources Allocated	Ways of Assessing Progress/Means of Reporting Progress
<p>Title I provides tutoring assistance in the areas of English Language Arts, Mathematics, Science, Social Science, and Elective coursework.</p> <p>Research indicates that at-risk students who receive individualized instructional support are more likely to make academic gains.</p>	<p><u>Maximized Learning</u> Attain proficiency-level literacy skills by communicating effectively in reading, writing, listening, and speaking</p>	<p>1. Provide one-on-one tutoring and offer students additional assistance in the core academic content areas and CAHSEE remediation at all ACCESS South County sites</p>	<p>2010 and Ongoing</p>	<p>Title I Tutors Paraeducators Teaching Staff Administration</p>	<p>Title I funding</p>	<p>-Improved grades in ELA and Math -Increased passing scores in CAHSEE, CELDT, and STAR -Completion rates of Algebra coursework</p>
<p>Transition guidance for students provides students with confidence as they transfer from district and/or correctional schools to community schools. Transition guidance also provides assistance as students move from school to job and from high school to college.</p>	<p>Attain proficiency level in mathematics for junior high and in algebra for high school</p> <p><u>Engagement</u> Exhibit appropriate behavior, responsible self-control, and social skills</p> <p>Work successfully with others and resolve conflicts through effective communication</p>	<p>2. Title I Transition Program will provide essential support, guidance, and referrals for students leaving institutions and enrolling in ACCESS South County to increase the likelihood of future academic and personal success</p>	<p>2010 and Ongoing</p>	<p>Title I Transition Specialists Teaching Staff Records Technicians Administration</p>	<p>Title I funding</p>	<p>-Tracking the number of students attending college through the guidance of the Transition Specialist</p>
<p>Vocational education and training is provided for students through the Regional Occupational Program (ROP) and through community/employment partnerships.</p>	<p><u>Transition:</u> Display the ability to set and achieve goals</p>	<p>3. Improve the coordination of the transition process between the Transition Specialists in juvenile institutions to ACCESS South County</p> <p>4. Transitions Specialists will coordinate the Career Fair; Field trips; College tours; ROP and Community College enrollments</p>	<p>2010 and Ongoing</p>	<p>Title I Family Involvement Program</p> <p>Title I Transition Specialist</p>	<p>Title I funding</p>	<p>-Reduce the number of days for a transfer from the juvenile institutions to community schools</p> <p>- World of Work (WOW) Career Fair -Scheduled Field Trips -ROP Enrollments -Community College enrollments</p>
<p>Parental involvement in the school promotes student academic success.</p>		<p>5. Title I Family Involvement Specialist for South County provides a comprehensive and integrated program to incorporate families into the educational process</p>	<p>2010 and Ongoing</p>	<p>Title I</p>	<p>Title I funding</p>	<p>Family Involvement Specialist involved with parents from enrollment through all parent meetings and parent planned events</p>

<u>Rationale</u>	<u>ESLRS Addressed</u>	<u>Steps for Improvement: (goals, objective, activities)</u>	<u>Time- Line</u>	<u>Person(s) Responsible</u>	<u>Resources Allocated</u>	<u>Ways of Assessing Progress/Means of Reporting Progress</u>
<p><i>Key Area for Improvement #4 (cont.)</i></p> <p>Professional development opportunities for family involvement in South County will promote student academic and social success.</p> <p>Families of alternative education students need to be part of the educational plan for student academic and social success.</p>		<p>6. Title I will provide Staff Development for South County for improved family involvement and customer service</p>	<p>2010 and Ongoing</p>	<p>Title I, Title III Safe Schools</p>	<p>Title I funding; Title III; and Safe Schools</p>	<p>-Bilingual services tracked through Admin. Meetings (SCT's, SART hearings, PTC's, etc.)</p>
		<p>7. Family involvement strategies will be developed and implemented in South County</p>	<p>2010 and Ongoing</p>	<p>Title I, Title III Safe Schools</p>	<p>Title I funding; Title III; and Safe Schools</p>	<p>-Tracking through the use of Communication Logs (parent conferences)</p>
		<p>8. Title I Family Involvement Specialist will provide a Community Family Liaison for ACCESS South County PAR; provide bilingual services; assist in enrollment; collaborate closely with school staff to provide a consistent support system for families through coordinating Parent Nights and Open Houses</p>	<p>2010 and Ongoing</p>	<p>Title I, Title III Safe Schools</p>	<p>Title I funding; Title III; and Safe Schools</p>	<p>-Number of Parent Nights, Open Houses, and tracking the attendance</p>

## **WASC Critical Areas for Follow-Up: Overview for all ACCESS Administrative Units**

### **East and Garden Grove Admin Units**

1. Continue to improve access and implementation of programs, information, and training.
2. Improve and expand assessments and accountability to not only meet academic standards, but provide formative data for continued analysis.
3. Expand counseling and intervention services.
4. Increase communication with all stakeholders.
5. Pursue grant opportunities to re-acquire a School Resource Officer and other programs that will continue to support student progress, student services, and student graduation.

### **North and Anaheim Las Palmas Admin Units**

1. Investigate ways to increase parent notification and participation.
2. Utilize more technology based lessons, including on-line learning.
3. Increase the implementation of SCANTRON Performance Series across the admin units.
4. Increase use of assessment data to plan and drive instruction.
5. Investigate ways to develop more partnerships with the business community.

### **South and Santa Ana/Newport Admin Units**

1. Increase CAHSEE participation passing
2. Greater use of technology by teachers and students
3. Continue to involve parents in student's academic achievement
4. Continue improvement for intervention rather than punitive suspension (Dropout Prevention Program)
5. Develop district-wide PE curriculum
6. Continue to expand services to meet all student needs and interests

### **Fischer Admin Unit, Sunburst, and Franklin Outreach**

1. Continued use of multiple forms of data as an effective tool to drive curriculum, instruction, formative and summative assessments, and staff developments.
2. Focus on the ever-increasing EL population, taking into account the levels of proficiency and mastery of the CA content standards.
3. Promote 21<sup>st</sup> century digital literacy within the school setting to develop and implement technology access for staff and students

### **Pathways Admin Unit**

1. Provide a clear and coherent demonstration of assessment
2. Long term and short term curriculum rigor at each site
3. Implement a core method of instructional strategies
4. Critical need to support the EL component
5. A more systematic method of disaggregating data for each site to drive instruction
6. Improved communication and involvement with parents
7. Continued methods of increasing attendance at all sites
8. In light of budget constraints, develop long range plan to fund current programs
9. Staff access to all necessary student information and data

## **WASC Action Plan Goals: Overview for all ACCESS Administrative Units**

### **East and Garden Grove Admin Units**

#### **1. Classroom support and site maintenance to ensure safety and academic growth.**

- Grant opportunities to support counseling and intervention services
- Counseling resource directory
- Increase parent involvement
- Staff development that addresses safety, security, and positive discipline techniques

#### **2. Increase the usage of student data to impact student achievement.**

- Increase the number of staff using Performance Series
- Increase the participation rate of contract learning students on state mandated tests by 2% annually
- Develop options for implementation of an admin unit wide assessment center
- Provide staff development to support staff to better analyze data

#### **3. Increase the rigor and relevancy of instruction through the implementation of web-based instruction.**

- Align current standards-based curriculum to online instruction

#### **4. Improve transitional support to students moving from admin unit to admin unit, admin unit to district, and admin unit to post-secondary education.**

- Collaborate with district transition plans
- Develop consistent and manageable guidelines for students transitioning from admin unit to admin unit
- Expand the relationships and partnerships with community and local colleges

### **North and Anaheim Las Palmas Admin Units**

#### **1. Rigorous standards-based grade level curriculum is consistently implemented for all students.**

- Selection and training of standards based instructional materials
- Formalize standards-based curriculum specifically for math and ELA
- Improve teaching strategies, resources, and assessment
- Monitor implementation of GLAD strategies
- Survey staff for input on professional development in literacy instructional strategies and best practices in math assessment and curriculum
- Continued staff development in All ACCESS math
- Continued Revolution Prep software use by all staff for CAHSEE math remediation
- Develop an online course program for student participation along with staff development for implementation

#### **2. Student assessment data is used as the basis for instructional decisions to increase student achievement.**

- Continued implementation of SCANTRON Performance Series along with procedures for ongoing assessment
- Staff development on the use of data for instructional purposes

#### **3. Continue to develop a systematic instructional delivery model to support the achievement of students who are ELD and/or who are significantly below grade level.**

- Ensure that EL students are properly identified within 30 days after enrollment
- Ensure that EL students are properly placed in the appropriate instructional setting
- Provide teachers access to curriculum to support ELD and core content instruction
- Provide ongoing and targeted staff development to support EL students
- Monitor implementation of EL programs and strategies by teachers

Monitor academic progress of EL students

**4. Provide a quality program stressing transitional assistance for at-risk youth and incorporating family involvement for academic and social success of students.**

Provide one-on tutoring and CAHSEE remediation at all sites

Title I Transitional program will provide essential support, guidance, and referrals for students enrolling and leaving the admin unit

Continue development and implementation of Career fair, field trips, college tour, and student enrollment in ROP/Career Tech

Utilize Family Involvement specialist to better incorporate families into the educational process

Implement family involvement strategies

Continue development and implementation of Open Houses and Parent Nights

**South and Santa Ana/Newport Admin Units**

**1. Rigorous standards based grade level curriculum consistently implemented for all.**

Standards based instructional materials for all students including sub groups and monitor at each site

Continue and refine "Write On"

Design regional plan to monitor implementation of GLAD strategies

Survey staff for professional development in literacy instructional strategies

Continued staff development in All ACCESS math

Continued Revolution Prep software use for CAHSEE remediation

Continue Professional learning activities at each site

Implement a staff survey regarding professional development needs

Pilot the online courses with interested staff and provide staff development for implementation in the admin unit

**2. Student assessment data is used as the basis for instructional decisions to increase student achievement.**

SCANTRON Performance Series completed by all students at enrollment

Provide training in SCANTRON Performance Series to teachers and paraeducators

Develop a procedure for ongoing assessment of students using the Performance Series

Ensure all teachers have access to student assessment records and database

All teachers will utilize assessment data for assigning curriculum and planning instruction

Provide professional development regarding analyzing and interpreting student assessment data

**3. Continue to develop a systematic instructional delivery model to support the achievement of students who are ELD and/or those who are significantly below grade level.**

Continue to insure that English Learners are properly identified within 30 days of enrollment

Continue to insure that English Learners are properly placed in the appropriate instructional setting

Provide teachers access to curriculum to support ELD and core content instruction

Provide ongoing staff development to support effective implementation of adopted programs, materials, and instructional strategies

Monitor implementation of English Learner programs and strategies

Monitor the academic progress of English Learners

**4. Provide a quality program stressing transitional assistance for at-risk youth and incorporating family involvement for academic and social success of students.**

Provide one-on one tutoring and CAHSEE remediation at all sites

Title I Transition Program will provide support, guidance and referrals for students enrolling/leaving the admin unit

Improve the coordination of the transition process between the Transition Specialist in juvenile institutions to

the admin unit

Coordinate and implement Career Fair, field trips, college tours, ROP and community college enrollments

Integrate and incorporated families into the educational process

Staff development focused upon improved family involvement and customer service

Continued implementation of Parent Nights and Open Houses at the sites

### **Fischer Admin Unit, Sunburst, and Franklin Outreach**

#### **1. Ensure student learning and increase student achievement of the state academic standards.**

Focus on algebra proficiency

Implement admin unit wide departmental meetings

Initiate standards based textbook adoption

Develop common benchmark assessment

Implement a pacing guide for the core subjects

Support and expand remediation for students performing below grade level

#### **2. Ensure that English Learners have opportunities to master the state standards through the use of research- based curriculum and strategies.**

Continue to implementation of the Regional English Learner Action Plan

Continue implementation of ELD curriculum and SAVI

Continue the timely identification of EL students upon entry

#### **3. Enhance student transition services and collaboration with our partners that allows for timely student enrollment, accurate updated school records and that provide an individual learning plan for long term students.**

Develop individual transition plans for students

Identify long term students

Develop an individual learning plan for long term students

Develop transition procedures for special education students

### **Pathways Admin Unit**

#### **1. Rigorous standards-based grade level curriculum is consistently implemented for all students.**

Consistent use of standards-based instructional materials for all students

Continue and refine the quarterly "Write-On" prompts

Provide staff development in math focusing on best practices

Design plan to monitor classroom implementation of GLAD, SAVI, and ELD curriculum

Staff development in All ACCESS math

Continued implementation of Revolution Prep software for CAHSEE remediation

Staff development focused on the implementation of online courses

#### **2. Student assessment data is used as the basis for instructional decisions to increase student achievement.**

SCANTRON Performance Series completed by all students at enrollment

SCANTRON Performance Series training for all teachers and paraeducators

Develop a procedure for ongoing assessment of all students using SCANTRON

Create a data sheet for teacher use to monitor student assessment data and to inform instruction

Provide staff development focused on interpreting student assessment data and how to use for instruction

#### **3. Continue to develop systematic instructional delivery model to support the achievement of students who are ELD and/or those who are significantly below grade level.**

Continue to insure English Learners on properly identified within 30 days after enrollment

Provide teachers with curriculum to support ELD and core content instruction

Provide ongoing targeted staff development to support the implementation of adopted programs, materials, and strategies

Monitor implementation of English Learner programs and strategies

Monitor the academic progress of English Learners

**4. Provide a quality program stressing transitional assistance for at-risk youth and incorporating family involvement for academic and social success of students.**

Expand one-on-one tutoring and offer student additional assistance in the core content area

Improve the coordination of the transition process between the Transition Specialists

Increase the student participation in Career Fair, field trips, college tours, ROP, and community college enrollment

Provide strategies to improve family involvement and customer service

Increase student attendance at all sites

Increase the number of opportunities for parents to be involved in the academic success of their child