The Single Plan for Student Achievement

SCHOOL: Youth Correctional Education Program

County-District School (CDS) Code: 3030426

Principal: Dave Connor/Connie Marshall

Date of this revision: 10-10-2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved the SPSA on 07-19-2012.

REVISED SINGLE PLAN FOR STUDENT ACHIEVEMENT YOUTH CORRECTIONAL EDUCATION PROGRAM (YCEP) 2012-2013

FORM A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following schools goals, related actions, and expenditures to raise the academic performance of students groups not meeting state standards. In addition, these goals align with the recent WASC Action Plan.

School Goals	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
GOAL #1 – INCREASE STUDENT ACHIEVEMENT				
Meet AYP/NCLB Requirements for Participation and Proficiency on State Tests				
YCEP's student achievement goals and objectives are aligned with the AYP/NCLB requirements, as established by the state and federal government. They are as follows: • Ninety-five percent participation rate on key state assessments (10 th grade CAHSEE and 2 nd -5 th and 6 th - 8 th grade CST's)				
Proficiency goals, as established by NCLB: 2011-2012: 77.8% (ELA) and 77.4% (Math) 2012-2013: 88.9% (ELA) and 88.7% (Math) 2013-2014: 100% (ELA) and 100% (Math) Students in grade 10 (CAHSEE) and grade spans 2-5 and 6-8 (CSTs) must meet both participation and proficiency goals overall and in each significant subgroup.				

years Impro standa Accou	use we have not met our AYP goals over the past few YCEP has been designated as a Program vement School. (Further information regarding the ardized test results contained in the annual untability Report will be provided by the California thent of Education in September 2012.)				
practi	d on an analysis of current test data and past ces, the following actions will be implemented to close vement gap:				
•	Identify students for post-testing every 90 days to continuously measure academic achievement and provide targeted assistance to individual students based on test results.	Assessment Lab Teacher		\$126,123	Title I, Part D
•	Implement a new testing schedule in the Assessment Lab to ensure a more consistent and timely process for pre- and post-testing all long-term students.				
•	Target individual student academic needs by assigning tutors to work with students who score "Below Average" on the Scantron/Performance Series assessment as provided by the Assessment Lab and purchase supplemental instructional materials to be used by tutors.	Title I Tutors	Instructional materials	\$33,500	Title I, Part D
	Supervise and mentor Title I Program Tutors who provide individualized and small group instruction to identified students. Assign paraeducators to high-security classrooms serving long-term students and provide substitutes when paraeducators are absent to maintain consistent academic support.	Title I Tutor Specialist and Title I Paraeducators and substitutes		\$856,179 \$123,408	Title I, Part D Title I, Part A

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GOAL #2: INCREASE STUDENT RECREATIONAL READING				
A school library ensures that students and staff are able to use ideas and information by providing access to materials in a variety of formats. In addition, libraries help increase students' interest in reading, viewing, and using information and ideas. According to the California Department of Education website, "research shows that a school library with the right staff, funding, and a rich collection of books has a positive impact on students."				
To increase student library use and encourage recreational reading, the following actions will be taken:				
 Conduct weekly classroom visits to school libraries within YCEP to familiarize students with library resources, functions, and organization. 	Library Technician	Recreational Reading Books	\$74,195	Title I, Part D
 Encourage recreational reading for students by expanding the selection of books available in Probation camp school site libraries. 			\$8,000	Title I, Part A
 Develop an after-school program in the newly- created library for students at Joplin High School to increase standardized test scores. 				
GOAL #3: INCREASE FAMILY ENGAGEMENT IN THE ACADEMIC PROCESS				
According to a comprehensive review of family involvement research by Henderson and Mapp (2002), students with involved parents are more likely to earn higher grades and				

test scores, enroll in higher-level programs, be promoted/pass their classes and earn credits, attend school regularly, have better social skills, show improved behavior, and graduate and go on to post-secondary education. In order to encourage family participation in the school program and increase student achievement, the following actions will be taken by the Family Community Liaison in YCEP:				
 Encourage participation and effort on standardized tests by communicating regularly with families of long-term incarcerated students. Families will be contacted before and after standardized tests to answer any questions and explain results. 	Title I Family Community Liaison	Family Involvement materials	\$85,862	Title I, Part A
 Present information regarding the school program, curriculum, and assessment during bi-annual parenting classes. 				
 Provide a variety of community-based resources to support family needs. 				
Interpret for Spanish-speaking parents at enrollment, parent-teacher conferences, and school events such as graduation and Open House.				

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GOAL #4 – FOCUS ON ENGLISH LEARNERS				
Improve the academic success of English Language Learners by taking the following actions:				
 Re-initiate funding for Program Specialist to support implementation and evaluate EL initiatives within YCEP, including sustained staff development, coaching, initiation of DELAC, coordinate and oversee ELDA initiative, and provide WASC and FPM support during the coming monitoring year of visits. 	Title III Manager, Program Specialist, Principal		\$130,252	EIA
 Expand and extend classroom skills related to Systematic Academic Vocabulary Instruction (SAVI), Monthly English Language Development (MELD), Guided Language Acquisition Design (GLAD) through additional 2-day Peer Collaborative sessions: "Extending Our Practice." 	Title III Manager Program Specialist Principal, RELL, Program Support Assistant, GLADiators		\$25,000	EIA
 Increase teacher skill planning for MELD lessons by continued and direct teacher-to-teacher coaching opportunities. 	Title III Manager Program Specialist RELL		\$10,000	Title III
 Expand the English Language Development Assistants (ELDA) Initiative to include an additional 10 ELDAs – extend initiative beyond Fischer to 3 additional sites, 40 weeks at three hours per day over four days. 	Title III Manager Program Specialist Principal, RELL, Program Support Assistant		\$206,000	EIA
Hire a Program Support Assistant to supervise placement, train, and provide classroom support and direct supervision to ELDAs throughout YCEP.	Program Specialist, Program Support Assistant		\$73,902	EIA

Provide all participating teachers within the Professional Learning Community MELD/ELDA Initiative release time to collaborate and develop greater effectiveness with ELDA support.	Title III Manager Program Specialist Principal, RELL, Program Support Assistant	\$15,000	EIA
 Increase access to content for English learners and Educationally Disadvantaged students through use of tools and strategies from Constructing Meaning - Teacher 2-day Peer Collaborative meeting for all Fischer teachers in the research, tools and practices of Constructing Meaning. 	Title III Manager, Program Specialist, Principal, RELL, Teacher Leaders, Consultant trainers	\$12,500 \$12,500	Title III EIA
Create benchmarks for evaluation of student progress and effectiveness of Economic Impact Aid (EIA) / Title III English Learner (EL) initiatives within YCEP.	Title III Manager Program Specialist RELL, Program Support Assistant	See cost above	
 Continue to work on the timely identification of students with an "Unknown" designation within Eagle, the ACCESS student database. 	Title III Manager Program Specialist Program Support Assistant	See cost above	

GOAL #5: ENHANCE PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL STAFF			
YCEP has been identified as a Program Improvement school. To improve student academic achievement the focus of staff development will be to align instruction with the newly-adopted Common Core Standards. YCEP staff are required to attend two full-day trainings in support of this focus.			
In support of this effort, and to meet No Child Left Behind (NCLB) requirements, supplemental staff development opportunities will be provided with Title I, Part A funds as follows:			
 Restructure bi-monthly tutor and paraeducator inservice meetings to offer training regarding effective instructional techniques to support the Common Core curriculum. 	Title I Coordinator, Title I Instructional Support Assistants	\$92,580	Title I Part A
 Initiate a new meeting format to enhance collaboration between the Transition, Family Engagement, and College and Career Readiness Programs to reach a greater number of students and avoid duplication of efforts. 	Transition staff, Family Involvement staff, and College and Career Readiness staff	Included in transition staff estimates below	
 Monitor and provide funding for teachers to become Highly Qualified in the subject areas in which they teach, however, over 90% are currently in compliance with this NCLB mandate. 	Federal Program Administrator, Title II Administrative Assistant	\$20,170	Title II, Teacher Quality

GOAL # 6 – PROVIDE SEAMLESS TRANSITIONS Given the transitory nature of adjudicated students, transferring complete and accurate academic records is challenging and often delays school enrollment. To mitigate this issue, funds are allocated to promote successful transitions for students as they leave YCEP. The Title I Transition Program provides essential support, guidance, and referrals for students beginning with enrollment in YCEP and during their transition back to the community or district school to increase the likelihood of			
future academic and personal success.			
 Under the direction of staff with a Pupil Personnel Services credential, Title I Transition Specialists review long-term students' credits and classroom 	Title I Transition Specialists,	\$219,111	Title I, Part D
assignments every 45 days and make recommendations for appropriate student placement. As a result, improvements in the Fischer School graduation rate are anticipated.	Transition Program Specialist	\$319,563	Title I, Part A
 Transition Specialists refer students for tutoring services based on their evaluation of student transcripts, CAHSEE scores, current grades, and teacher recommendations. 			
 Facilitate classroom presentations that focus on life skills such as financial independence, obtaining a job, and post-secondary education. 			
 Hire a Career Coach to provide job referrals, teach employment skills, and assess the career interests of incarcerated students attending Fischer School. 	Title I Career Coach	\$16,235	Title I Part A

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