

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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School District: Orange County Department of Education/ACCES

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 |
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| <p>GOAL #1 – INCREASE STUDENT ACHIEVEMENT</p> <p>Meet AYP/NCLB Requirements for Participation and Proficiency on State Tests</p> <p>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:</p> <ul style="list-style-type: none"> • Ninety-five percent participation rate on key state assessments (10th grade CAHSEE and 2nd- 5th and 6th - 8th grade CST's) • Proficiency goals, as established by NCLB: <ul style="list-style-type: none"> ○ 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) <p>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.</p> | | | | |

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| <p>GOAL #2: INCREASE STUDENT RECREATIONAL READING</p> <p>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."</p> <p>To increase student library use and encourage recreational reading, the following actions will be taken:</p> <ul style="list-style-type: none"> • Conduct weekly classroom visits to school libraries within YCEP to familiarize students with library resources, functions, and organization. • Encourage recreational reading for students by expanding the selection of books available in Probation camp school site libraries. • Develop an after-school program in the newly-created library for students at Joplin High School to increase standardized test scores. <p>GOAL #3: INCREASE FAMILY ENGAGEMENT IN THE ACADEMIC PROCESS</p> <p>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</p> | <p>Library Technician</p> | <p>Recreational Reading Books</p> | <p>\$74,195</p> <p>\$8,000</p> | <p>Title I, Part D</p> <p>Title I, Part A</p> |
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| <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. • 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. | <p>Title I Family Community Liaison</p> | <p>Family Involvement materials</p> | <p>\$85,862</p> | <p>Title I, Part A</p> |
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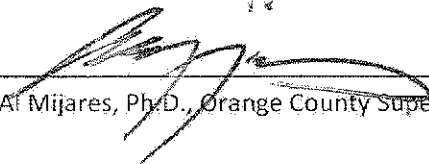
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| <p>GOAL #4 – FOCUS ON ENGLISH LEARNERS</p> <p>Improve the academic success of English Language Learners by taking the following actions:</p> <ul style="list-style-type: none"> • Re-initiate funding for Program Specialist to support implementation 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. • 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.” • Increase teacher skill planning for MELD lessons by continued and direct teacher-to-teacher coaching opportunities. • 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. • Hire a Program Support Assistant to supervise placement, train, and provide classroom support and direct supervision to ELDAs throughout YCEP. | <p>Title III Manager, Program Specialist, Principal</p> <p>Title III Manager Program Specialist Principal, RELL, Program Support Assistant, GLADIators</p> <p>Title III Manager Program Specialist RELL</p> <p>Title III Manager Program Specialist Principal, RELL, Program Support Assistant</p> <p>Program Specialist, Program Support Assistant</p> | | <p>\$130,252</p> <p>\$25,000</p> <p>\$10,000</p> <p>\$206,000</p> <p>\$73,902</p> | <p>EIA</p> <p>EIA</p> <p>Title III</p> <p>EIA</p> <p>EIA</p> |
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| <ul style="list-style-type: none"> • Provide all participating teachers within the Professional Learning Community MELD/ELDA Initiative release time to collaborate and develop greater effectiveness with ELDA support. | <p>Title III Manager Program Specialist Principal, RELL, Program Support Assistant</p> | <p>\$15,000</p> | <p>EIA</p> |
| <ul style="list-style-type: none"> • 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. | <p>Title III Manager, Program Specialist, Principal, RELL, Teacher Leaders, Consultant trainers</p> | <p>\$12,500</p> | <p>Title III</p> |
| <ul style="list-style-type: none"> • Create benchmarks for evaluation of student progress and effectiveness of Economic Impact Aid (EIA) / Title III English Learner (EL) initiatives within YCEP. | <p>Title III Manager Program Specialist RELL, Program Support Assistant</p> | <p>See cost above</p> | <p>EIA</p> |
| <ul style="list-style-type: none"> • Continue to work on the timely identification of students with an “Unknown” designation within Eagle, the ACCESS student database. | <p>Title III Manager Program Specialist Program Support Assistant</p> | <p>See cost above</p> | |

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| <p>GOAL #5: ENHANCE PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL STAFF</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Restructure bi-monthly tutor and paraeducator inservice meetings to offer training regarding effective instructional techniques to support the Common Core curriculum. • 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. • 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. | <p>Title I Coordinator, Title I Instructional Support Assistants</p> <p>Transition staff, Family Involvement staff, and College and Career Readiness staff</p> <p>Federal Program Administrator, Title II Administrative Assistant</p> | | <p>\$92,580</p> <p>Included in transition staff estimates below</p> <p>\$20,170</p> | <p>Title I Part A</p> <p>Title II, Teacher Quality</p> |
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2012-2013
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Approved: 10/11/2012



Af Mijares, Ph.D., Orange County Superintendent of Schools