ACCESS Community Schools
Self-Study Report

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Orange County Department of Education

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Preface

In 2016, ACCESS County Community (ACC) hosted WASC visits for each Administrative Unit. Each received a full accreditation with a mid-term visit which occurred in 2019. For this self-study an approval was given to complete one self-study for all of the community school sites and Sunburst Youth Academy because these programs are under the same CDS Code. This information in the report applies to each of the community school areas. The following critical areas were identified in the WASC Visiting Committee Reports:

1. Increase student access and use of technology to promote 21st Century Skills.
2. Increase and expand parent and stakeholder involvement in the school process.
3. Train parents on the use of the parent portal in Aeries.net.
4. Increase student competencies through improved schoolwide academic rigor and academic expectations.

These areas have been continuously addressed through our WASC Action Plan and Local Control Accountability Plans (LCAP) over the past six years. LCAP goals and actions are aligned with the WASC Action Plan's goals and recommended critical areas of follow-up, as well as the School Plan for Student Achievement (SPSA). We have identified goals that align with the LCFF priorities- Engagement, Student Outcomes, and Conditions of Learning. ACC administration reviews and updates these plans based on state and local data with input from educational partners, ensuring a high quality academic program that is both equitable and accessible for all students. The student learning priorities include a more efficient enrollment process, strategies to improve student attendance, and increased support for students in the areas of academic achievement, mental health, and social-emotional needs.

Due to the pandemic, ACC received a one year extension for the self-study WASC visit from May 2022 to May 2023. At the beginning of the 2022-23 school year, ACC administration and staff met to create a timeline, identify focus groups, and develop a process for completing the Self-Study report. The focus/home groups consisted of teachers, staff, and administration, along with feedback from students and educational partners. Feedback was gathered via annual surveys from parents, students, staff (instructional and non-instructional), and community partners. The ACC Principals, Chris Alfieri, Dinah Ismail, Ken Ko, and Ruth Ramirez, served as the coordinators. Given the small size of the school and number of teachers and staff, all ACC staff were part of the leadership team and served on one or two focus/home groups.

The Assessment and Accountability Office in collaboration with the Attendance and Records Center provided student assessment information to be analyzed, discussed, and shared in the report. Student assessment information is shared with principals and their staff on a continual basis. This data is also housed in the Student Information System, Aeries, allowing principals and teachers to view and use data to drive instruction, set school wide goals, and monitor progress. With the suspension of the dashboard in 2020 and 2021, local data became more prevalent in assessing the progress and needs of the students and programs. Examples include

student work samples and local assessment information shared and discussed at staff meetings, English Language Development (ELD) support team training, and at needs assessment meetings. The 2019 Dashboard results indicated Graduation Rate as an area of success, graduating more than 75% of identified seniors. ACC was making progress in the Suspension Rate, English Language Arts, and Mathematic, whereas Chronic Absenteeism and College/Career indicators were identified as areas of growth.

The ACC focus/home groups met monthly to analyze findings from the Self-Study. They also prioritized growth areas and provided input for actions in the WASC Action Plan in addressing the identified major student learner needs. The ACC WASC writing team, composed of focus/home group leads, principal, and WASC Coordinator, met weekly to revise and edit the report. The final edits and drafts were reviewed by all staff via GoogleDocs and at monthly meetings.

This document is a reflection of ACC's strengths and growth areas from the perspective of all stakeholders, including staff, students, community partners, and parents. This Self-Study Report continues the objective of analyzing our program and evaluating the impact on student learning and achievement. ACC is dedicated to the accreditation process to support student learning.

While the ACC Leadership Team was instrumental in the development of the self-study, it was the input and ongoing efforts of students, educational partners, credentialed and classified staff, and parents that made the self-study process possible. This collaborative effort by all stakeholders offered a comprehensive examination of strengths and growth areas of the program. The self-study accomplished the objective of looking at our entire ACC program and evaluating the impact on student achievement. The curriculum, instruction, additional supports to students, Title I services, Title III services, student assessment data, Safe and Healthy School Program, the organizational structure, and progress from the last WASC visit were all aspects that were reviewed, discussed, and analyzed.

Chapter I: Progress Report

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

ACC has experienced many significant changes since the 2016 WASC visits, which include the following:

Organizational Changes

- In 2016, the community school regions were identified as Administrative Units (AU) but are now called Areas.
- Each Area has been restructured into "hubs" to better meet the geographical challenges of serving students county-wide, and to support the development of centralized resources and services
- ACC has been identified as a Title I school
- ACC was awarded a California Community Schools Partnership Program (CCSPP) planning grant of $200,000

Staff Changes:

- In July 2019, the ACCESS Division downsized administrative staff due to decreased enrollment LEA-wide. To offset this enrollment reduction, the county office offered a retirement incentive as a means to reduce staff numbers. Over seventy-five teachers and classified staff accepted the offer across the division.
- TOSAs returned to classroom in fall 2022
- Elimination of Assistant Principal positions
- The following positions were added or increased:
  - New Director of District Partnerships
  - New CTE Coordinator
  - New CTE instructors / Certifications of current teachers
  - New Coordinator, ACCESS Assessment, Accountability, and Academic Interventions
  - New Program Specialist positions were added to each Area to support with student attendance
    - Three Program Specialists Behavior & Truancy Interventionist
    - Program Specialist Math Intervention
    - Program Specialist Reading Intervention
  - New Restorative Justice and Wellness Specialists
  - Increase in the number of School Counselors, mental health providers, and nurses
  - Addition of Title I tutors
  - Increase in number of Family Community Liaisons (FCL)s

Enrollment Changes:

- Our LEA annual enrollment numbers have declined since the initial visit. In the 2015-16 school year, ACC had 2,137 students enrolled. In the 2021-22 school year, the enrollment

has declined to 1,123 (Census Day data)
- This decline is due to districts developing programs, incentive to hold on to students as a result of the LCFF funding formula, and also factors that contributed to families moving out of state and/or Orange County
- Beginning in 2019, ACC high school students are enrolled based on credits rather than by grade level reflected on their referrals
- November 2022, Aeries Parent Portal has been made available for parents
- ACC is currently piloting Aeries Gradebook and developing a process for online enrollment

Curriculum and Staff Training:
- Adoption of new math curriculum, NGSS aligned science curriculum, and online curriculum, (refer to Curriculum at a Glance)
  - [Curriculum at a Glance](#)
- Developed and implemented CTE programing
  - CTE labs
  - CTE courses
  - Industry certifications
- Staff training on the use of digital platform for teaching, learning, and assessment
  - Zoom
  - Google Apps for Education (GAFE)
  - Promethean boards
  - Clever-Single sign-on
  - iReady diagnostic assessment
  - MaxScholar
  - Lexia Core 5
  - Lexia PowerUp
  - Canvas
  - Learning Ally
  - Edgenuity
  - Pearson Realize-Social Science
  - Discovery Education-Science
  - Savvas Realize-Math
  - Aeries Parent Portal
- Safety, Wellness, and behavioral trainings/committees
  - ACCESS All Staff meeting
  - Juvenile Court, Community and Alternative School Administrators of California (JCCASAC)
  - School wide safety training
  - COVID-19 Safety Committee and trainings

- ○ School Safety Committee
- ○ Critical Incident Response Team
- ○ NARCAN training
- ○ Orange Frog-Happiness Advantage

Increased Support for Equitable Access to Learning:

- 1:1 digital devices and connectivity
- Promethean Boards in classrooms
- Distance learning options and related professional development for staff
- Adoption of Canvas LMS to provide equitable access for all students
- Professional development for staff on the effective use of technology such as Zoom, Google Apps for Education, etc.
- Implementation of Multi-Tiered System of Support (MTSS)
- District wide Restorative Practice training for staff
- Universal Design for Learning (UDL)
- English Learner trainings

Changes Specific to Each ACC Area

For breakdown of significant changes by Area, review the links below.

Area 1 Significant Developments
Area 2 Significant Developments
Area 3 Significant Developments
Area 6 Significant Developments

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

LCAP priorities were discussed regularly and data was analyzed to provide opportunity for staff members to provide feedback on the LCAP, preliminary student learner needs, SPSA, as well as the WASC Action Plan. Included in this were annual needs assessments, continual review of both state and local data, and surveys/meetings with families and community partners. Associated metrics were identified and are regularly monitored to ensure progress is being made in meeting the goals that were set.

The ACC WASC Action Plan, LCAP, and SPSA are focused on addressing identified student learner needs. Our goal is to improve student achievement and support the development of 21st Century Skills. The goals of the LCAP, WASC Action Plan, and SPSA are directly correlated and encompass resources that are utilized to support the school's vision and mission and to address LCFF Priorities that are measured on the Dashboard.

General funds and LCFF supplemental and categorical funds are allocated to support ACCs vision, mission, and WASC Action Plan. Funding priorities aligned to the vision, mission, and action plan are set by administration with input gathered through engagement with teachers, support staff, students, community partners, School Site Council, and the Orange County Board of Education. These priorities are represented in LCAP and aligned with associated measures of effectiveness. The LCAP actions and goals prioritize the growth areas reflected by the data to improve student achievement and to equip students with 21st Century skills, targeting the student learning outcomes.

Resources:
- LCAP/SPSA Alignment
- School Plan for Student Achievement
- OCDE LCAP 2022-2023

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* **from the last full self-study and all intervening visits.**

The alignment of the schoolwide action plan and SPSA allow for effective monitoring to ensure ACC is making progress to achieve the goals that were set. Each goal is also aligned with the LCFF priorities, set by the California Department of Education.

SPSA Goals	Schoolwide Critical Areas of Follow-Up
Goal 1: CONDITIONS OF LEARNING: The ACCESS County Community school is committed to providing our students with equitable access to rigorous academic experiences preparing them for college, career, and life success, through ongoing collaborative work within the school and the identification of best practices and evidence-based instructional strategies used by alternative educators and programs across the country.	Increased student access and use of technology to enhance 21st Century skills. ACC has met the 1:1 technology goal to provide equitable access to curriculum and support the development of 21st Century skills necessary for a successful transition to college and career, post high school. Collaboration between teachers, School Transition Specialists and School Counselors work to ensure that students have a seamless and successful transition to post high school and/or return to District of Residence.
Goal 2: ENGAGEMENT: The ACCESS County Community school students will benefit from programs and services designed to inform and involve family and community partners and provide equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.	Increase and expand parent and stakeholder involvement in the school process. Train parents in the use of the parent portal in Aeries.net. These actions have provided greater communication and collaboration between the school and the home, which has successfully supported student academic and personal achievement.
Goal 3: STUDENT OUTCOMES: Students will demonstrate college and career readiness, course content mastery and development of interpersonal skills to increase their engagement while enrolled in school and prepare them for success upon graduation.	Increase student competencies through improved school-wide academic rigor and academic expectations. The adoption of a rigorous curriculum, delivered via the Canvas platform, the addition of intervention staff, and the implementation of iReady as a local assessment have all contributed to the progress toward meeting these goals.

Comment on the original critical areas for follow-up (growth areas for continuous improvement) not in the current schoolwide action plan/SPSA.

In 2018, ACCESS partnered with SWIFT Education Center to provide training and create and implement an infrastructure that supports the California Scale Up Multi-Tiered System of Support (MTSS) in the alternative education setting. MTSS is a continuum of research-based, system-wide practices combined with data-based decision-making intended to meet the academic, behavior, and social emotional (SEL) needs of all students. The Executive Leadership Team met monthly with SWIFT Education Center to further support the implementation of MTSS in their Areas. This partnership continued through the 2020 school year.

In 2022-23 school year ACCESS programs were awarded $250,000 for Phase 3 of the CA MTSS Pathway completion. All ACCESS staff are encouraged to participate and complete the role specific pathway in a two year period. The course work has four components, 1. Getting Started, 2. Foundations of CA MTSS, 3. Role specific Pathway, and 4. Reflection and Call to Action. The role specific pathways include: Teachers, School Counselors, School Psychologists, School Based Mental Health Clinicians, Paraeducators, Administrators, and newly added non-instructional staff. This is a great opportunity for all of our staff who contribute to students, families, and our program to gain a deeper understanding of the CA MTSS Framework and how their role positively impacts students.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

1. HISTORY AND BACKGROUND

The Alternative, Community, and Correctional Education Schools and Services Program (ACCESS) is the Alternative Education Division of Orange County Department of Education (OCDE). ACC provides a continuum of services and programs in collaboration with local school districts year-round. Throughout the year ACC serves approximately 3,500 students of the more than 475,000 students in Orange County, California.

ACC programs provide year-round educational options. Curriculum offerings are aligned with local districts and with the California State Frameworks and Standards. Through a variety of powerful learning strategies (e.g., directed study, differentiated instruction, and mastery learning), students achieve proficiency level literacy. Teachers are encouraged to bring critical-thinking, problem-solving and decision-making skills into the classroom, working with students individually or through group participation.The key to success is the personalized learning plan and student interaction with staff members who focus on each individual with care, concern, and guidance. This relationship provides the student with positive school experiences. Students are encouraged to demonstrate respect for self and others, good work habits, and a sense of personal and community responsibility in a positive learning environment. Support services are provided to enable students to learn appropriate behavior and pro-social skills. The Individual Learning Plan (ILP) is a helpful tool in directing the student into self-awareness and self-management (cognitive restructuring) of his or her life.

Students are assisted in transferring newly acquired skills to situations and behaviors they encounter outside the school environment. The multicultural demographics in Orange County assist teachers and students in learning respect for the diversity of many cultures.

The staff and team of the ACC program have extensive expertise, background, and knowledge in serving students who need alternative educational options to support their individual circumstances. ACC is known for effective practices that successfully engage at-promise students in their educational journey and post-graduation preparation. Support services such as family engagement, college and career transitional support, academic tutoring, and mental health counseling are provided to meet the needs of our students and families. Students are referred to ACC through a structured referral system that connects students from county service agencies, such as Social Services and Probation, as well as the 28 Orange County school districts we support.

2. DESCRIPTION OF THE SCHOOL PROGRAMS

ACC is proud to collaborate with local school districts as a continuum of services and intervention made possible through our alternate educational option for students. In ACCESS, our goal is to do the following:

- Provide students with a caring, safe, and successful learning environment designed to develop lifelong skills, and instill a voice that leads to positive transformation.

- Incorporate a technology-rich environment that stimulates meaningful dialogue and offers the application of real life skills, including CTE opportunities.

- Support the whole child in building confidence through an engaging, rigorous, individualized academic program that includes a variety of co-curricular activities and wrap-around services that promote personal growth.

- Value our dedicated faculty, parents, community, and partners who make a difference for students by creating pathways for future success.

- Commit to a high level of student engagement and attendance, increased academic achievement, and positive collaborative behaviors that promote students' productive citizenship and college, career and life readiness.

ACCs focus is on individual student success. Student placement is determined by administration at the time of enrollment based on the academic needs and personal circumstances of each student.

Community Day Schools provide a year-round program for students in grades 7th-12th. Students attend school daily, Monday through Friday, for 240 minutes in a classroom setting where teachers facilitate learning through small group instruction.

Independent Study/Contract Learning program provides a year-round program for students in grades 9th-12th. Students meet one-on-one with their teacher for a minimum of 60 minutes per week and are required to complete 20 hours of homework weekly.

Sunburst Youth Academy is a partnership with the National Guard providing a voluntary 6 month program for students ages 16-18. Students attend school daily, Monday through Friday, during the 5 ½ month residential phase, followed by 12 months of mentoring and support for students.

ACC is divided into four administrative units, referred to as Areas, which are led by Principals, Coordinators, and Program Specialists. Our alternative education program provides educational options county-wide for a variety of distinctive student populations. Through our WASC-accredited community school programs, ACC serves at-promise students who have not been successful in traditional school environments. Sunburst Youth Academy (SYA) is an additional highly-specialized program that ACC offers which serves students throughout the

Southern California Region in collaboration with the National Guard located on the Joint Forces Training Base in Los Alamitos, California. Students are referred from their local school district to attend ACC as an alternative school option where they can improve interpersonal and academic outcomes, earn credits to return to traditional school, and complete requirements for graduation from ACC. ACC school sites provide a safe, collaborative, and supportive environment for students requiring an alternative to local school district settings.

Student Services Programs

Title I

The Orange County Department of Education's Title I Program provides supplementary academic services for students in ACC schools. Students receive classroom assistance in the areas of reading, language arts, math, and life skills. Title I staff also offer transition guidance for students as they transfer between school placements, as well as assistance with job skills and college readiness, and extend support to the families of alternative education students.

Title III

The EL - Title III Services team at ACC has two primary goals:

1. To ensure English Learners achieve proficiency in English
2. To learn academic English necessary for school, career, and life success.
   Academic English includes functional language, sophisticated vocabulary, and conversation moves to enable students to interact in meaningful ways with one another, their teachers, and with text.

ELPAC data is reviewed at the district and teacher level to inform the development of our ELD program and professional development. Title III department relies on that data to identify the need for additional English Language Development Assistant (ELDA)s to ensure English Learner students equitable access to English language acquisition. ELPAC results drive goals and staffing needed to support our students identified as English Learners, particularly our LTEL's.

Assessment, Accountability, and Academic Intervention
This team collaborates with school staff to create a data driven individualized intervention plan. Supporting all students in reaching their reading and math levels necessary to access grade level curriculum. Collectively support school staff in cultivating our students into expert learners.

3. CALIFORNIA SCHOOL DASHBOARD PERFORMANCE OVERVIEW AND OTHER LOCAL MEASURES

The California Dashboard is reviewed by leadership and site personnel to guide instruction and identify specific areas that required intervention and additional support. The information was included in the development of the SPSA and the LCAP.

With the suspension of the Dashboard in 2019, we followed CDE recommendations and pivoted to provide local student data to staff at leadership meetings and site-level needs assessment

meetings. As in previous years, this data analysis continued to inform and enhance the SPSA and LCAP development.

Core Subject Course contracts and Course Pacing Guides are offered in both online and paper/pencil courses are presented to students in order to gather data and input. California Healthy Kids Surveys and LCAP surveys are critical to assessing whether student supports are reaching students successfully. In addition to explicit learning goals within Core subjects, formative teacher assessments and observations (checking for understanding & eliciting feedback) are utilized in direct instructional settings.

ELPAC data is reviewed at the school and teacher level to support the needs of our English Learner students, further develop our ELD program, and guide professional development for teachers. Additionally, our Title III Program relies on ELPAC data to support the addition and training of ELDA to ensure that each English Learner student is supported in their English language acquisition progress.

We will continue in-depth training on State accountability when the 2022 Dashboard is released in December. Our focus will be on the 2022 "Status Only" designations, as well as the impact of the suspension of the DASS methodology, which will have a significant impact on our school-level academic and graduation rate indicators.

4. EXAMINATION OF PERCEPTUAL DATA, SUCH AS SURVEYS

Local Control Accountability Program (LCAP) Surveys

LCAP Survey Student Feedback

LCAP Survey Parent Feedback

The LCAP Student survey records students' perceptions of their learning environment. The most recent iteration, for the 2021-22 school year, showed key progress for school resources. Ninety percent of students reported that they either agreed or strongly agreed that their school provided sufficient textbooks, online curriculum and learning tools to meet their educational needs. This number is down from 94% in the 2020-21 school year, when technological need was at its highest due to the pandemic. Despite the recent decrease, technological access remains a priority. The most recent data demonstrates a net increase from pre-pandemic levels, where 88% of students reported agreement.

On the LCAP Parent Survey, parent engagement rose from 78% to 83% during the pandemic. Over 84% of parents also indicated that "they felt their child is making academic progress" while enrolled in ACC. Similarly, 92% agreed and strongly agreed that "they were comfortable reaching out to their child's school." Many comments made by parents on the survey highlighted the connection and supportive nature of ACC staff and several recommended additional tutorial resources. Sixty-nine percent of the parents surveyed believe their children "are being prepared for college, career and/or life." While some alternative education programs are challenged with

the public perception that their school sites are not as safe as comprehensive school sites, LCAP survey data indicates 85% of parents agreed or strongly agreed that "their school is a safe place for my child." We believe this is a strong testament to the efforts of staff to provide each student with a sense of connection to their school by sustaining an authentic and supportive learning environment.

The survey also revealed that 81% of students reported that school staff had engaged in conversations with them about their future goals, plans, and interests, including college applications and resources for completing financial aid applications. When asked what services the school can improve, the most common responses from students included additional tutoring resources, more direct teacher communication, and help with technology. Student responses also conveyed that they felt a connection to the school's goals, with more than 80% reporting that their school provided meaningful and engaging learning opportunities and that their school values principles of diversity and inclusion. Encouragingly, students are showing that they feel connected with key resources, with more than half of students surveyed agreeing that they were familiar with their principal and school counselor, and 2/3 agreeing that they felt well prepared for future college and career pathways.

5. PROVIDE FINDINGS, NOTING TRENDS, IRREGULAR PATTERNS OR ANOMALIES FOR THE DATA, INCLUDING LONGITUDINAL AND DISAGGREGATED DATA (see profile guide)

The declining trend in ACC enrollment mirrors the decline in student population throughout school districts in Orange County, as well as many geographic areas throughout the state of California. As a result, ACC schools also experienced a significant drop in enrollment over the past seven years. Although enrollment did appear to show signs of growth in 2019-2020, by 2020-2021, enrollment fell again, culminating in our lowest student population in the 2021-2022 academic year. Orange County school districts were dealing with the educational challenges of the pandemic, consequently tracking and referring students who could benefit from ACC programs became nonexistent or a low priority among all of the other concerns of this time. Since our outlying districts continue to experience dramatic decline in student populations, districts are more hesitant to refer students in order to sustain and recapture lost ADA levels.

ACCs population consists grades 6-12. Over the last eight years, the population of 6th through 8th grade students has drastically declined. Coincidentally, ACC students in 12th grade have also declined. Grades 9-11 have also seen a 15% decrease, a 22% decrease, and a 60% decrease respectively. This averages to a 51% reduction in student population over the last seven years. Administration and the staff of ACC have worked diligently in response to the changes we have experienced in population over the past few years to ensure the quality and effectiveness of the program is sustained and consistent.

Data reflects ACC students were enrolled for an average of 164 days overall in the 2020-2021 school year. In our Day School program, student enrollment averaged 150 days while Contract Learning students averaged 173 days. As a result, ACC students are averaging 25 days less attendance a year than students in the comprehensive district. Two variables to consider with this

data: (1) This is presuming all students had perfect attendance in their home district, but (2) this is not the case with students who are referred to ACC. In fact, ACC students are consistently identified as chronically truant in their comprehensive district and ultimately referred to our program.

The overall percentage in 2020-21 for average daily attendance in the ACC was 69%. That figure is closely shared by our Contract Learning (69%) and Day School (67%) programs respectively. Sunburst Youth Academy (SYA) reflected 100% daily attendance, likely due to its specialized program dynamics and structured format.

Data indicate that each year the majority of ACC students self-identify as Hispanic or Latino, followed by students identifying as white. This is representative of the majority of the school districts and surrounding communities that we serve.

Percentage of ACC Community School English Learner Students

Data on the Annual Measurable Outcomes (AMOs) and the number of students Reclassified as Fluent English Proficient (RFEP) was analyzed to see how the English Learners are performing. The proficiency rate on the AMOs for 2021- 2022 for students scoring at or above proficient for ELA and math, respectively, was 21% and 0%.

It is important to note that when a student enters our ACC program we look at student's credits to determine their academic grade level. It is not uncommon for a 17 year old student (current 12th grader by age) to be enrolled as a 9th grader in our program based on their high school credits. For this reason we look carefully at all of our students that are ready to be reclassified and analyze what is best for them in their academic journey. It is critical that the student not be reclassified too early if they continue to need the support as they recover their credits.

There were 50 students that were eligible to be screened to be reclassified as RFEP in 2021-2022. Out of the 50 students that were eligible we were able to reclassify 9. This is very typical of our reclassification yearly rate as most of our students are only with us for a short period of time. The majority of the students that were not able to be reclassified struggled with reading and writing.

By law, we are required to monitor our reclassified students to ensure that they continue to make the academic gains expected. We will continue to ensure that students receive additional support from our ELDAs or tutors. Furthermore, our ELD Leads will continue to support and monitor our struggling English Learner students in all academic areas.

Socioeconomics and Homeless/McKinney-Vento Student Populations

The ACCESS Homeless Educational Services Program provides support for students and families who are experiencing homelessness, as defined by the Federal McKinney-Vento Act. Students qualify for this assistance due to one or more of the following:

- Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal

Emergency Management Agency (FEMA) trailer
- Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason (doubled-up)
- Living in a car, park, campground, abandoned building, or other inadequate accommodations (for example, lack of water, electricity, or heat)
- Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason
- An unaccompanied youth (not in the physical custody of a parent or guardian) living in one of the above circumstances

In looking at 2021-2022 Student Groups: ACC All Students (DataQuest: Oct, 2021) and 2021-2022 Enrollment by Ethnicity and Grade data reflects a diverse population of students we serve who predominantly come from a Socioeconomically Disadvantaged background.

State Summative Assessments

ACC students consistently perform well below standard in Reading, Writing, and Listening. This is not a surprising statistic considering the previous data indicating the attendance participation of the Community School students. 89.29% of ACC students fall either near or below standard, with nearly 45% of the students falling below standard. Additionally, ACC students have similar numbers in Writing; even though the numbers are similar, 63% of the students are below standard in writing. Corresponding numbers surface with Listening, but the students perform better (at the near standard) level in this category as opposed to below standard.

2021-2022 ELA CAASPP results reflected that ACC 11th grade students performed the highest in Listening, where most scored at Near Standard. Students performed equally at Near or Below standard for Reading. Writing saw the highest percentage of students performing below standard at 63%, which is an area of needed improvement for students and instructional practice.

The student group CAASPP data reflects positively on our ELD programs and supports, as EL students scored better than all other groups. Students with Disabilities performed the lowest, which is clearly another area of needed improvement and also an opportunity for improving our instructional program with these students who bring unique needs.

ACC students consistently perform well below standard in Math, similar to English Language Arts. Surprisingly, the students perform substantially worse in Math. More than 85% of ACC students fall Below Standard in Concepts and Procedures, while almost 14% of the students perform Near Standard. This means that more than 99% of the students need math remediation. Similarly, 45.59% of the students are Below Standard and 54.41% are Near Standard in Problem Solving and Modeling and Data Analysis. This means that 100% of ACC students need remediation in this category. Last, 98.53% of ACC students need remediation in Communication Reasoning.

2021-2022 Math CAASPP results reflected that ACC 11th grade students struggle in math, particularly concepts and procedures, most likely due to gaps in school attendance and other issues prior to referral to the ACC program. It also provides an opportunity for teachers and

support staff to focus on foundational skills in math, utilizing tutors, individualized lesson planning, and our adopted intervention program, i-Ready.

Student group results in math indicate that all of our 11th grade students struggle equally in math, so programmatic efforts to increase student levels should reach across all of our student population. The adoption of our new math curriculum will play a significant role in providing students with the support(s) and instruction they need to attain math skills at or above standard in the future.

In examining initial i-Ready assessment data for math and reading, it is evident that many students are below grade level and need intervention. Only 3% of students testing in Math scored "Mid or Above Grade Level" while 65% of students scored at "Three or More Grade Levels Below". A deeper dive indicates that the areas students struggle with are "Algebra and Algebraic Thinking" and "Geometry". i-Ready data for English-Language Arts indicate that 7% of students scored "Mid or Above Grade Level" and excelled in Phonics and Phonological Awareness. However, 57% of students scored "Three or More Grade Levels Below" and struggled in areas of comprehension in Informational Text and Literature.

The data for our EL population indicates that we have 298 English Learners in grades 9-12. Of these 298 students, 45 students scored at level 1 on ELPAC. 126 students scored at level 2. 105 students scored at level 3 and 22 students scored at level 4. It is not uncommon for some of our students to enroll in ACC without previous ELPAC scores given their inconsistency in school attendance. Through surveys and informal assessments, it has been discovered that our students are faced with unique challenges and barriers preventing them from being successful in our program.

Despite the absentee issue, more than ¾ of ACC students graduate. The missing variable in this data is the amount of time it takes for an ACC student to graduate, i.e., four years, five years, or longer.

6. PROVIDE A BRIEF SUMMARY THAT INCLUDES:

A. Implications of the data:

ACC provides a safe environment, with highly qualified staff, that supports the needs of all our students. A strength of the program is our staff's ability to provide flexible scheduling in a one-on-one atmosphere and small class sizes which foster both social-emotional and academic growth in our student population. ACC provides a rigorous core curriculum that meets the individual needs of all students. Students are provided with the essential tools that have increased the use of technology for teaching and learning to promote 21st Century Skills. Many students struggle with social-emotional issues and need additional support. In examining initial i-Ready assessment data for math and reading, it is evident that many students are below grade level and need intervention. Enrollment and attendance data indicates that the student population we serve struggle with attendance.

Data for our EL population indicates that we have 337 English Learners in grades 9-12. Most of our EL students are Long Term English Learners (LTELs). We have a number of students

without ELPAC scores. It is not uncommon for some of our students to enroll in ACC without an ELPAC score given their inconsistency in school attendance that was developed at their home school and in some cases, has continued with ACC as well. EL students have the options of Contract Learning or Day School upon enrollment.

Further data analysis reveals that our ELs are struggling with reading and writing. Therefore, it is important that we continue to focus on reading and writing for our ELs. In order to do so, we will continue to provide designated and integrated ELD instruction to all ELs to ensure an increase in our students' English language fluency. Our recent Needs Assessment data revealed that many ELPAC level 1 and 2 students are enrolled in Contract Learning. Enrollment of Els into our contract learning programs will be reviewed and revisited to ensure that the program is meeting the needs of our ELs and to ensure they are getting the scaffolds and support they need to achieve the rigor demanded of them.

B. Preliminary Student Learner Needs:

Based on the description and data in the profile, the preliminary major student learner critical needs have been identified as follows:

- To improve student attendance/ capture rate
- To support all students social-emotional needs
- To support all students in all academic areas specifically in the areas of math and writing as identified by our Needs Assessment
- To support and monitor English Language learners in all academic areas
- To assess student more consistently and use data to drive instruction
- To increase parent engagement and communication

C. Important questions to be discussed in the Focus Groups:

- What steps can we take to reduce barriers and increase student attendance and capture rate?
- How do we monitor and improve our students' test scores?
- How do we support the various levels of academic needs of our students?
- How do we support the social-emotional needs of our students?
- How do we increase parent engagement and communication?
- How can we increase student participation in CTE courses while encouraging students to complete the pathway?

Chapter III: Self-Study Findings

Category A: Organization, Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for student

Findings	Supporting Evidence
A.1 Vision and Purpose Alternative, Community, and Correctional Education Schools and Services (ACCESS) is the division of Alternative Education in the Orange County Department of Education (OCDE). The county and program have clear Vision & Mission statements and Goals. OCDE's vision and mission guides the ACC educational program to ensure that all students are equipped with the skills and resources needed to thrive in the 21st Century. OCDE Vision: Orange County students will lead the nation in college and career readiness and success. OCDE Mission: The mission of the Orange County Department of Education (OCDE) is to ensure that all students are equipped with the competencies they need to thrive in the 21st century. OCDE is a public education organization offering support to 28 school districts and more than 600 schools and 20,000 educators serving more than 475,000 students in Orange County. OCDE's personnel offer support, professional development, and student programs through its divisions and departments: Administrative Services; Alternative Education; Business Services; Educational Services; Governance, Leadership and Community Partnerships; Information Technology; Legal Services; and Special Education.	ACCESS website OCDE website OCDE Vision OCDE Mission

OCDE Values: OCDE is dedicated to the fundamental human values of respect, responsibility, integrity, and professional ethics. Our priority is service to students, schools, districts, families, and community members. We provide a safe, caring, courteous, and professional environment that fosters collaborative work and individual development for our employees. We hold ourselves and each other accountable for the highest level of performance, efficiency, resource management, and professionalism. ACCESS is a public, WASC-accredited educational program offering a variety of unique school options serving students throughout Orange County from Transitional Kindergarten (TK) to adult students seeking to complete their high school education, with the majority of students enrolled in grades 9th-12th in ACC. We are proud to provide a continuum of services and interventions to best serve students placed in our care. Our goal is to do the following: ● Provide students with a caring, safe, and successful learning environment designed to develop lifelong skills, and instill a voice that leads to positive transformation. ● Incorporate a technology-rich environment that stimulates meaningful dialogue and offers the application of real life skills, including CTE opportunities. ● Support the whole child in building confidence through an engaging, rigorous, individualized academic program that includes a variety of co-curricular activities and wrap-around services that promote personal growth. ● Value our dedicated faculty, parents, community, and partners who make a difference for students by creating pathways for future success. ● Commit to a high level of student engagement and attendance, increased academic achievement, and positive collaborative behaviors that promote students' productive citizenship and college, career and life readiness. ACC is committed to the education of the whole student through the use of the Multi-Tiered System of Support (MTSS). This approach is designed to support the academic, socio-emotional, behavior and mental health needs of our students to remove barriers and prepare them for successful transitions to college and career.	OCDE Values MTSS

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all educational partners in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
The vision of the OCDE and ACCESS is communicated through the OCDE website, School Accountability Report Cards (SARC), Local Control Accountability Plan document, and at staff and parent meetings. Student, parent, staff and community partner surveys are developed and utilized each year to provide a voice for all educational partners to comment on the ACC program. The LCAP is updated annually with input from educational partners, parents, staff and students as key members whose feedback contributes to our LCAP plan. The School Plan for Student Achievement (SPSA) is a blueprint to improve the academic performance of all students. The plan outlines programs and support for students including the funding associated with the implementation of the plan. The annual updating of ACC's goals and action plans are collaboratively created and shared with educational partners throughout the year. California Education Code requires that a School Site Council (SSC) be established at each school that receives Title I funding. The SSC is a team composed of the school principal, teachers, other school staff, students, and parents and/or community members. Council members are elected, with teachers electing teachers, parents electing parents, and students electing students. The SSC evaluates student data and identifies student needs. The SPSA is the schools' plan for activities that will be carried out to improve student outcomes. The SSC also monitors the plan to see that the funding is spent in accordance with the plan and evaluates the effectiveness of these activities at the end of the school year. English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings provide opportunities for community interaction. ELAC and DELAC are school level committees comprised of parents, staff, and community members designated to advise school officials and educational partners on English learner programs and services. These meetings are vital in the development of the schoolwide needs assessment. The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.	School Accountability Report Card Student survey Parent survey LCAP SPSA School Site Council ELAC DELAC CHKS

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:
Students, parents, and other educational partners of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
ACC keeps school districts, Probation, Social Services, the Juvenile Court, and parents informed in a variety of ways to ensure engagement and partnerships. Information is provided on the ACCESS website. Platforms such as SchoolMessenger, Clever, Canvas, Peachjar, Google Voice, Remind app, flyers, and ParentSquare allow for communication with families. Coffee with the Principal and Parent Appreciation are examples of casual events designed to build a foundation of positive school engagement. All parents and family members are invited to attend. These events provide an opportunity to engage in an informal conversation about the school program. During this time, information is shared by the Principal regarding upcoming events, school highlights, student data, and activities. It is also a time to ask questions and share ideas about improving student achievement and our school program. Students and families are encouraged to attend presentations on high interest topics facilitated by our community partners including OC Health Care Agency, Padres Unidos, Orange County Probation Department, Department of Rehabilitation, Disciplina Positiva, and local community colleges.	ACCESS Sunburst Open House Coffee with the Principal Parent Appreciation

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college and career readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

Findings	Supporting Evidence
OCDE's Superintendent, OCDE Cabinet members, Assistant Superintendent of Alternative Education, and the ACCESS Executive Leadership Team (ELT) support the ACC program. The ELT is composed of the Assistant Superintendent, directors, principals, administrators, managers, coordinators, and program specialists who represent a variety of departments and services. This team meets regularly to communicate information, gather input, and to discuss pressing issues and concerns. Dates of the meetings are published in advance and members have an opportunity to place items on the agenda. The decisions, expectations, and initiatives shared during ELT are communicated to staff at the school level where the information is discussed and feedback is given. The administrators routinely meet with their staff to share information from ELT meetings and provide opportunities for feedback, via Zoom and in-person, through ACC staff meetings, site level meetings, and individual conferences.	ELT agenda

A2.2. Relationship between Governing Board and School: The school's educational partners understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
Our school is led by OCDE's Superintendent, Dr. Al Mijares, with the assistance of OCDE Cabinet members, the Assistant Superintendent of Alternative Education, and the ACCESS Executive Leadership Team. Additionally, annual updates, significant changes, and LCAP presentations are placed on the agenda of the Orange County Board of Education meetings. Board meeting minutes and supporting documents are posted on the OCBE website. ACC leadership communicates regularly with education partners,school districts, the Orange County Probation Department and Social Services regarding upcoming events, new legislations and program changes that impact the clients they serve via formal and informal meetings. In addition, pertinent information and decisions are communicated in the monthly staff meetings that support the needs of students and guide the work of the school.	OCBE

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
The Orange County Department of Education has a <u>Uniform Complaint Policy</u> and the form / process is shared with all employees on an annual basis. Students and parents are informed of the Williams process as well. Notices are posted in the schools and classrooms. Staff, students and families are encouraged to contact teachers, administration regarding questions, concerns or conflicts that need resolution. <u>Williams Complaint Classroom Notice Procedures</u> are available on the OCDE/ACCESS website and posted in the classrooms. To date, ACCESS Community Schools have had no Uniform Compliant or Williams Act complaints.	<u>Uniform Complaint Policy</u> <u>Policies and Procedures</u>

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, agency partners, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Findings	Supporting Evidence
Annually ● ACC is committed to continuous improvement and uses data as evidence to celebrate the achievement of goals, as well as to identify areas to target for growth. ACC has conducted annual <u>Needs Assessment</u> with all schools to review local and state student data. During the Pandemic, the Needs Assessments were conducted via Zoom, as a result more staff were able to participate and provide feedback. ACC has continued with Zoom meetings for Needs Assessment and data-driven meetings in order to engage more staff. The data reviewed during the Needs Assessment highlights essential areas of need for support and interventions that are reflected in the SPSA and our LCAP. ● The English Language Proficiency Assessments for California (ELPAC) is	<u>ACC Needs Assessment</u> <u>Sunburst Needs Assessment</u>

California's assessment that is used to determine the English proficiency of students whose primary language is any language other than English. The ELPAC assesses students in four domains: Listening, Speaking, Reading, and Writing. The ELPAC consists of two separate assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's English proficiency level. The ELPAC is part of the decision making process as it provides ACC school sites with data that reveal what progress is being made and what are the areas of improvement. **On Going** ● i-Ready Diagnostic and Instruction: ACC students are assessed in both Math and ELA using the i-Ready online adaptive diagnostic. Diagnostic results can be accessed anytime by staff furthermore, diagnostic results are shared bi-weekly with ELT and site staff for ongoing progress monitoring and planning. These i-Ready findings are also utilized by special education teachers to determine baselines and present levels to base goals and services in IEPs. i-Ready data is also used to determine the local assessment in the reclassification process of English Learners. Reports provide actionable data, enabling teachers to decide on next steps for students. i-Ready data is shared and analyzed in leadership and site based meetings with plans for using it to reform instruction. Post diagnostic, individualized online lessons are generated in both Math and ELA. These lessons are used as an academic intervention tool for students scoring below grade-level. ● English Learner Data: The Title III team in collaboration with the ACC ELD Leads provides monthly using the Ellevation program for online data reports. This is part of our Progress monitoring process. These monthly reports help us in the way that we deliver our everyday lessons and to inform the writing of our monthly designated ELD curriculum. ● Reading Intervention data snapshot: ACCESS has provided the training of paraeducators by the Reading Intervention Program Specialist to build their capacity in reading intervention strategies informed by i-Ready data. ● Math Intervention data snapshot: This service is newly added to our program. The Program Specialist meets with teachers and students regularly reviewing student i-Ready math reports to provide intervention and support for students and teachers. ● Heads Up Check Up - Social-emotional screener introduced this year - currently in pilot - mental health needs of students are assessed and school counselors and clinicians are available for crisis and follow-up counseling services.	i-Ready Diagnostic Reading: data snapshot Math: data snapshot

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

Findings	Supporting Evidence
The ACC SPSA goals are developed from the annual Needs Assessment and they correlate with the LCAP Goals.	ACC SPSA LCAP Goals

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Findings	Supporting Evidence
ACC leadership team and staff communicate regularly via informal and formal meetings to discuss school programs, implement new ideas and legislation, discuss group and individual student needs. Students, parents, teachers, administrators, and other student support staff are invited to the School Intervention Team (SIT) meetings. During SIT meetings, student data based on attendance, behavior and credits are discussed to identify potential barriers to success and determine the most supportive and appropriate learning environment. A followup meeting is scheduled within 30 to 40 days to ensure that students are making progress and provide additional interventions as necessary.	LCAP
At staff development meetings, staff collaborate on curriculum roll-out and best practices. As a result of staff input, LCAP funds are directed to address students' learning goals and meet the targeted areas of LCAP and WASC Action Plan.	Site Liaison
Teachers have the opportunity to participate in roles that support student learning and school programs. For instance, teachers can apply and be selected to serve as the site liaison for a school site that has two or more teachers and assume the role of "admin designee" to ensure the daily routine, policy and procedures of the site are administered.	California School Dashboard
The California School Dashboard and local data provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.	

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
ACCESS leadership provides frequent opportunities for staff to participate in various meetings and committees throughout the school year when making decisions. This structure promotes positive communication and serves as the foundation for intentional program planning.	ACCESS Leadership
ACC principal has regular and ongoing communication with staff. All staff have access to school calendar, webmail, and communication is shared via email, Zoom, written memos/documents, Google Docs, and staff meetings. ACC has numerous sites therefore, at times, communication can be a challenge. However, the administrators regularly visit sites and send emails to keep all staff informed.	
Human Resources meets with both the certificated and classified associations on a regular basis, at least monthly, to proactively address any concerns raised by employees through association representatives. In addition, both associations, as well as management, supervisory, and confidential groups of employees have agreements and guidelines by which the organization operates specific policies and procedures.	Employee Agreements

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
The OCDE hiring process ensures that all staff go through a fair and comprehensive screening process. All job qualifications are clearly stated in established class specifications and public job postings. Employment policies and procedures are clearly stated in OCDE Human Resources policies and collective bargaining agreements.	Class Specification
All of our certificated staff are appropriately credentialed and receive ongoing professional development in research-based educational and instructional practices. Our staff have high expectations, build strong connections, and are committed to	Public Job Postings

individual student success. All OCDE staff participate in a comprehensive new employee onboarding process. Participants receive a mission centered introduction to our current initiatives and objectives as well as valuable resources for their personal and professional success. The two-day session is designed to help our new employees feel welcomed, informed, connected, and ready to succeed in support of our students and community. Following the New Employee Orientation (NEO), staff are assigned to their new work location and the supervisor welcomes the employee on his/her first day and completes the new employee checklist. In addition, the supervisor assesses the professional development needs of the employee and arranges the appropriate and mandated training. All new teachers and classroom staff are trained in the curriculum platforms, Universal Design for Learning, i-Ready assessments tools, and additional procedures as needed for their employment. As a result of NEO and additional support at the school level, staff have the tools required to be successful in their new positions. Evaluations from supervisors and new employees indicate satisfactions with the onboarding process.	OCDE Human Resources New Employee Onboarding

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
Staff development for certificated and classified staff is targeted at improving/enhancing professional skills that support student learning. Furthermore, it is aligned with the OCDE's Mission, Vision, and Values which are supported by SPSA and LCAP goals. Annually, ACCESS hosts an All Staff Inservice where the different programs within ACCESS get together, learn and collaborate with other team members to create unity and strengthen our program. ACC is allotted three staff development days per year to focus on specific team building and identified needs that directly support student achievements. Additionally, staff have the opportunity to participate in self selected or administrator recommended workshops, trainings, and professional development conferences that will support their professional goals. In order to sustain and revisit previous learning, staff has access to various asynchronous academic and intervention resources on the ACCESS intranet. OCDE offers a wide range of professional development for our staff. This includes the Resources' and Supports for Professional Learning website which provides resources and information to support the needs of the whole child and LinkedIn Learning to all staff. This learning platform provides an opportunity for educators to network with industry professionals and learn business, software, technology, and creative skills to achieve personal and professional goals.	All Staff Inservice Professional Development Academic Intervention Resources OCDE Support and Resources LinkedIn Learning

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
ACCESS conducted Universal Design for Learning (UDL) and Restorative Practices (RP) training for teachers as part of continued support for MTSS. After completing these training sessions, four members of our curriculum and learning team saw the power of integrating UDL, RP, and Character Education into academic content delivery. This came to be known as ACCESS 2 Character Education (ACE). ACE engages students in high interest novels through the use of Restorative Practices, Universal Design for Learning (UDL), and Character Education, while utilizing an interactive 21st Century model. ACE incorporates the MTSS initiatives and the California State Standards.	ACE
ACCESS's CTE program addresses the criterion of assessing the measurable effect of professional development on student learning through their processes in place.	
● Weekly PLCs meetings in the CTE program provide an opportunity for teachers to discuss student progress using both quantitative and qualitative data, serving as a strong indicator of effectiveness.	Weekly PLCs
● Quantitative data such as attendance, engagement, progress on learning modules, and student completion rates are used to provide clear evidence of student performance and how it is affected by professional development in the CTE program.	
● Qualitative data, including classroom observations, family, student, and teacher feedback in the CTE program, offers a deeper understanding of the impact of professional development on student engagement and overall experience.	
All ACCESS attended Orange Frog Training based on *The Happiness Advantage* by Shawn Achor to teach the science of peak performance through seven actionable principles through the development of positive mindsets.	Orange Frog Training
At the conclusion of each professional development, teachers and staff are encouraged to provide feedback on the usefulness and engagement of the Professional Development (PD) and how the information will support positive student outcomes.	
ACCESS will develop a mechanism to formally measure the effectiveness of professional development. Currently the effectiveness of professional development is measured by informal classroom observation and/or implementation of new learned skills in daily settings.	

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
All staff are evaluated on a regular basis to receive meaningful feedback regarding their ongoing goals and performance. The Collective Bargaining Agreements for Certificated and Classified staff provides the guidelines for evaluation and feedback to promote professional growth. An observation guideline of performance indicators is available during the Certificated Teacher Evaluation process for administrators and the teacher to ensure appropriate demonstration of progress toward identified goals and learning.	Certificated Classified
Similarly, classified staff are evaluated on a consistent basis to provide an opportunity for staff and supervisors to formally discuss employee performance, progress on professional goals, and ideas for improvements in the workplace.	Certificated Observation Form
Due to the fact that professional goals are determined collaboratively, staff feel supported by the mutually agreed upon process, and see the experiences as a growth opportunity. It has been determined that this is an effective process for formal school supervision and evaluation.	Certificated Evaluation Form
	Classified Evaluation

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
OCDE and ACCESS provide pertinent information to all staff via email. Leadership team debriefs with staff to ensure that everyone has received information and been given an opportunity to ask questions with follow up as needed.	OCDE Policies and Procedures
ACC staff participate in a shared decision making model that is utilized throughout ACCESS. The principals have input into division-wide decisions and are the voice for staff, students, and parents at administrative meetings. The principals are responsible for dissemination decisions and information to staff.	
All OCDE and ACCESS staff have access to the Employee Connection website via the Intranet with information regarding department policies and procedures, professional development calendar, and electronic forms.	Employee Connection website
ACCESS administration, along with certificated and classified staff, follow the ACCESS Procedures Manual and bargaining unit contracts when seeking clarity on procedural items related to staff. ACCESS has Administrative Guidelines which supports process and procedures.	Special Education Procedure Manual
Special Education Services provide guidelines, information, and support to administrative units regarding enrollment of special education students, monitoring services and goals of	

the IEP, and ensuring the student is making adequate progress. Leadership has an open door policy which promotes ongoing, authentic dialogue on a daily basis. Additionally, OCDE provides topic specific workshops that update on new legislation impacting our policies and procedures.	

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
Based on on-going Needs Assessments and reviews of pertinent school and student data, funds received by OCDE are allocated to support the ACCESS vision, mission, WASC Action plan, and SPSA. To assist in the development of budgets, administrators gather input through engagement with teachers, staff, students, community partners, and SSC. Priorities represented in OCDE's LCAP are tied to associated measures of effectiveness. The LCAP actions and goals are focused on addressing the growth areas reflected by the data to improve student achievement and to have students equipped with college, career and life readiness, aligned with the student learning outcomes.	LCAP
OCDE reviews the ACCESS Goals and Actions of the LCAP, provides input, and structures the annual budget accordingly. Purchases are carefully analyzed to make sure that they promote student achievement as described in the LCAP and the SPSA. The elected president of School Site Council (SSC) and/or a designee presents the SPSA to the SSC, and gathers input and feedback prior to seeking approval of the SPSA by the Superintendent. The presentation is designed to demonstrate the alignment of goals and actions of the LCAP with the SPSA.	SPSA/LCAP

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Supporting Evidence
Oversight of the division budgets and expenditures are performed by Administrative Services at OCDE. A multi-layered approval system and institutionalized checks and balances ensure that we adhere to state and local general accounting practices which allows business to be conducted effectively, efficiently, and legally at all times. OCDE and ACCESS utilizes the Business Plus software for budgeting tasks and purchasing, and supplements this process with software at the administrative unit level to assist in tracking individual administrative unit budgets. Administrative personnel have regularly scheduled meetings with the OCDE Administrative Services team for reviews of the budget. Yearly training and reviews are conducted by OCDE and ACCESS to ensure understanding and compliance with state and local policies and procedures regarding execution of budgets. Budget presentations are made at ACCESS Leadership Team meetings and other administrative meetings to keep the administrative staff informed of the current budget status and ongoing budget assumptions. Resource allocation is based on relevant data. Resources are allocated under the administrative team's discretion, with feedback from the related committees. These budget practices are in place for support, to ensure legal compliance and proper fiscal management, and for effective oversight and management. Audits at OCDE are conducted throughout the year by external independent auditors to evaluate the effectiveness of school processes and ensure compliance with the program reporting practices.	OCDE Fiscal Services Purchasing Resources

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

Findings	Supporting Evidence
The Facilities and Operations Department have a significant role in the mission of OCDE, providing a wide-range of in-house services including repairs, maintenance, and site moves. Their goal is to provide a clean, healthy and safe teaching environment for students and teachers in the ACC program. Our clean and safe conditions create a positive environment where both the teachers and students have a more effective teaching and learning experience, as evidenced by our "Facilities in Good Repair" metrics in the LCAP and SARC. All sites are maintained and serviced by the OCDE Facilities and Operations Unit. There are several mechanisms for reporting facility issues. All work-orders are managed through a user-friendly online system that allows staff to expedite requests for service and manage the requests for reactive and preventive maintenance at our various sites.	LCAP SARC

In addition, annual Williams Inspections are conducted using the Facilities Inspection Tool (FIT). The FIT is designated to certify that facilities are in compliance with the Education Code to ensure that they are in good standing for the safer instructional environment for students. The review is coordinated by the Facilities Manager in the OCDE Facilities and Operations Unit. Any structural, safety or facility related issue is noted and addressed through the Facilities and Operation Unit. ACC sites are maintained by the Facilities and Operations unit staff, as well as, vendor contracts for custodial services, mechanical operating systems, and grounds maintenance. Any repairs requiring specialized work are performed by licensed contractors to bring facilities to good repair. Information regarding facilities is shared at ACCESS Leadership Team meetings and as appropriate at individual Area staff meetings. The ACCESS Safety Coordinator is instrumental in developing the site safety plan and the overall division safety plan. Through the support of OCDE Facilities and Operations Unit, policies and procedures are in place that ensure ACC provides an environment that is conducive to learning which means the health and safety of all our students.	

A5.4. **Instructional Materials and Equipment**: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
The process by which ACCESS and ACC maintain and acquire adequate instructional materials, textbooks, software, printed material are effective. All teachers have access to adopted curriculum, resources, and technology as needed for classroom instruction. Adequacy of instructional materials is verified as of the Williams Act by OCDE and also included in the SARC report. ACC has an allocated budget for teachers and staff to purchase adopted instructional materials.	OCDE Policies and Procedures
The process for textbook adoption involves a committee of teachers, students, administrators. The subject specific committee works with the Director of Educational Programs and Services to identify publishers that meet the multi-level needs of the ACCESS programs. Specific considerations are paid to publishers that score high on the EdReports, have instructional materials available on-line as well as printed materials and integration with Canvas.	
The team selects two publishers that have met the criteria and conducts a pilot at all ACCESS programs with selected teachers for a period of time. This process typically takes place over the course of more than a year, which includes meetings and input sessions, pilots, and budgetary considerations. Teachers, students and administrators complete a survey to provide feedback. The results of the surveys are shared with all teachers, students and administrators and a consensus is reached to select a curriculum. Once it has been determined which publisher and type of curriculum that the program will adopt, the acquisition and distribution of books are facilitated between the district office and the school sites. All teachers and educational staff attend training and are provided access to	

curriculum.Other instructional materials including manipulatives are purchased to complement adopted curriculum, professional development training and/or workshop.	
Technology guidelines and approval process for acquiring new technology are in place to ensure consistency throughout the program. Policies regarding the acquisition and types of technology equipment and support systems for technology are developed by OCDE Information Technology.	Ed Tech Resource page
During the 2021-22 school year, ACC increased student access to technology by making available laptops and hotspots for all students to take home. The laptops and hotspots are checked out to students by individual site staff. Technology needs are managed by the OCDE Information Technology department. Our Educational Technology User Support Assistant helps to support all staff and students with the use of the classroom technology.	
These examples illustrate that the process by which ACC maintains and acquires adequate instructional materials, textbooks, instructional technology and printed materials are effective.	

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
OCDE: ACCESS has multiple available resources to hire and maintain staffing based on program and student Needs Assessment. Human Resources utilize Edjoin for advertising new job postings, and OCDE has a competitive salary schedule. Upon hiring, employees are provided with various targeted in-person and virtual professional development opportunities to enhance their professional learning. OCDE is dedicated to providing pathways for all staff to continue to be lifelong learners, such as LinkedIn Learning, as well as providing staff with the ability to attend workshops and trainings related to organization-wide initiatives and goals.le for recruiting.	LinkedIn Learning
Through multiple funding sources such as LCAP and Educator Effectiveness Funds, budgets are allocated for professional development.	
ACC is dedicated to providing pathways for all staff to continue to be lifelong learners as well as offering staff the ability to attend workshops, tainings, and conferences that promote professional growth, program improvement, and student achievement.	

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. ACC's vision, mission and schoolwide learning outcomes are meeting the needs of the targeted population in Orange County.
2. ACC has dedicated support staff including administration, teachers, program specialists, school counselor and community partners are in place to ensure students are making adequate and appropriate progress toward graduation and completion of all graduation requirements.
3. ACC's teaching staff are highly experienced in working with At-Promise students by knowing their students "Names, Faces and Stories" and as a result developing a flexible school plan based on student needs and life circumstances.
4. ACC has effective communication procedures in place with all stakeholders that fosters collaboration on schoolwide planning to provide opportunities for student success.
5. ACC has determined that instructional staff development training has had a positive impact on student performance.
6. OCDE's LCAP and SPSA alignment provides resources and operations to the identified student learner outcomes, supporting students to be successful in meeting academic and college and career-readiness standards.

Areas of Growth

1. Expand training of Aeries Parent Portal and include online Gradebook to provide families current progress of student attendance, grades, and assessment data.
2. Professional Development targeted for Classified Personnel that focuses on supporting teachers and students with instruction, curriculum, and assessment.
3. Provide additional opportunities for staff to participate in conferences, workshops, and professional development that include topics of equity and inclusion.
4. Develop a sustainable system to measure effectiveness of best practices and share-out from staff training, workshops, and conferences.
5. Development of informal classroom observation tools to provide feedback, collaboration, and resources to improve instruction.
6. Continue to increase our interaction and partnership with our students' families and community partners, engage them in school functions, and provide a supportive environment.
7. Implement a program wide newsletter with local Area focus to inform and update staff and families on current and upcoming events.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
  - Maintaining a safe and clean learning environment conducive to student learning and achievement.
  - Providing academic support staff with professional development opportunities to address student learning.
  - Providing standard state curriculum and supplemental material to support student achievement.
  - Hire additional school counselors to support students social emotional needs
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - No additional needs were identified related to Category A.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - ACC school sites need to track the academic growth of students who are participating in ACCESS approved/adopted curriculum to gauge the curriculum's effectiveness.
  - **Identify important next steps within the schoolwide action plan/SPSA.**
    - More college workshops and field trips are needed to collaborate with community partners and expose students to college after high school
    - ACC and ACCESS need to continue to recruit CTE teachers to offer additional courses.
    - ACC needs to continue to develop strategies to increase parent engagement.

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Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
One of the primary purposes of the Educational Programs and Services (EPS) office is to assist ACC personnel by supporting classroom instruction via curriculum design which focuses on increased student achievement.	ELA
The objective is to provide all students with academic and authentic learning opportunities that create a passion for learning and also develop their skills and abilities in order to be college and career ready. The office of EPS supports coaching, collaboration, communication, and training across ACC sites as the foundation of its efforts.	Social Studies Science
Under the guidance of the EPS office, the curriculum adoption process included administrators, teachers and students. They collaborated to identify the appropriate curriculum that best met the needs of students in the DS and CL/Independent studies program.	Edgenuity ACE
This process was quite extensive and resulted in the adoption of: ELA (*Collections*), Math (*Saavas*), Social Studies (*Pearson Realize*), Science (*Discovery Education*) curriculum, as well as the introduction of Edgenuity, and Canvas to support the delivery of online learning via Clever.	UCI History Project
ACCESS 2 Character Education (ACE) was created by four ACCESS educators in 2016, and adopted as a component of our ELA curriculum. ACE engages students in high-interest novels through the integration of Restorative Practices, Universal Design for Learning (UDL), and Character Education, into academic lesson delivery. ACE incorporates both MTSS initiatives as well as the California State Standards.	MELD
The UCI History Project integrates ELA within the Social Science curriculum, using customized lessons for our student population. The lessons specifically target areas of the social sciences to promote cross-curricular knowledge, critical thinking, and civic engagement.	
EL students are supported through Monthly English Language Development (MELD) and Constructing Meaning (CM) instructional strategies. MELD is a thematic bi-monthly designated ELD curriculum aligned with the ELD standards that supports our EL	

students. CM is an integrated ELD strategy that supports academic language acquisition across the content areas. ACC teachers are trained to utilize CM tools/strategies to meet the needs of students acquiring the English language.	
ACC students have the opportunity to participate in CTE experiences through courses offered by Edgenuity, iCEV industry certification, Paxton-Patterson College and Career Ready Labs, and Servsafe (see B1. 2.)	
Under the general supervision of the EPS office, TOSAs provided teacher leadership for professional learning. TOSAs facilitated instructional practices related to the integration of technology in curriculum and learning. This included instructional training, modeling, coaching, supporting, and creating educational resources.	
School is effective in providing access for all students to have access to rigorous and relevant standards-based curriculum and instructional materials that are flexible to support learning in every setting in order to meet graduation requirements.	

B1.2. Academic, College-and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
All ACC students have access to state adopted, standard-aligned curriculum. Students are supported across the content areas and learning outcomes are focused on college, career and life readiness.	Edgenuity
ACCESS recently purchased the Edgenuity online program to replace Gradpoint. Edgenuity is an LMS that provides credit recovery, as well as A-G and CTE courses. This program provides opportunity and access to high-quality education using technology to improve student outcomes. Students are able to build literacy skills across content areas with a focus on college and career readiness.	Paxton-Patterson iCEV
In January of 2022, ACC launched three CTE labs and has since increased these labs to six additional sites. Students have the opportunity to participate in a formalized career exploration program through Paxton Patterson College and Career labs.	
These labs provide students with hands-on learning opportunities to explore their interests in high-demand career fields and develop college and career readiness skills. All Paxton-Patterson labs are facilitated and taught by CTE credentialed teachers. CTE standards-aligned curriculum and materials are adapted and differentiated to support equity and access for all student populations.	
Additionally, all students have access to industry certification courses via iCEV and earn CTE elective credits. These courses include: ● Career Preparedness Certification by Express Employment Professional	

● Professional Communications Certification by Southwest Airlines ● Personal Financial Literacy Certification by Texas Tech University	ServSafe
The ServSafe Food Handler Program is comprehensive and provides training on the intended learning outcomes such as Basic Food Safety, Personal Hygiene, Cross-Contamination and Allergen, and Cleaning & Sanitation. A student is required to complete each of these sections before the assessment is made available and a certificate earned.	
ACC will expand the CTE opportunities by implementing Spyder Lab at two of the ACC Areas based on space availability. Spyder Lab is a work-based school program that prepares our next generation of entrepreneurs and graphic leaders through a student-run business. Participating students receive ongoing support that includes in-depth training, meaningful mentorships, equipment maintenance, and distribution pricing on consumable materials to establish student-run graphic media businesses that are successful, affordable, and educational.	Spyder Lab
Additionally, the Civic Engagement course was created in collaboration with UCI-History Project, the Social Science TOSA, OCDE, and Social Science committee. This course has been developed to engage students in our political system through practical lessons that prepare students for civic engagement and action.	Civic Engagement
School is effective in providing academic, college-and-career readiness opportunities for all students.	

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
All students have access to state adopted and standard-aligned instructional materials. Academic concepts and skills taught in the classrooms are aligned with our Expected Schoolwide Learner Outcomes and allow students to develop social, and self advocacy, utilize technology, improve academic skills, and be prepared for college, career, and life.	Course Listing
Teachers use initial and ongoing assessment data to evaluate, measure, and document the academic improvement of students. Through this analysis, teachers measure student learning progress, skill acquisition, educational needs, growth areas, and needed interventions. Students are placed in appropriate and effective course work that is state adopted and standards-based curriculum. This curriculum is rigorous providing both academic, and college and career readiness. Students who need additional academic support have access to academic interventions such as tutoring, teacher support, supplemental materials, and additional time on task.	Academic Interventions
Supported by research and teacher discussion, it has been determined that the most impactful way to ensure congruence between skills taught and learning outcomes, is the	

Findings	
review of students' informal and formal assessments. Teachers use student data to evaluate instructional delivery and examine student learning. These assessments drive instruction and determine the pace of courses assigned to students to ensure that students are making academic progress. School is intentional in providing congruence between concepts and skill taught, the schoolwide learning outcomes, academic standards, and college-and career-readiness to support student achievement.	

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Students have access to relevant and rigorous academic content. There is evidence of integration between English Language Arts and Social Science as these two subject areas present opportunities to share thematic units. There was an intentional collaboration between the ELA TOSA, ACE Team, the Social Science TOSA to create ACE and UCI History Project lessons that complemented each other. Our designated ELD curriculum is written and updated every two months by the Title III EL Team. The focus of our MELD is to increase academic language by implementing a curriculum that is culturally relevant, high interest, and high rigor. CTE courses, by design, increase students' literacy, reading comprehension, collaboration and critical thinking skills. Students who participate in the Paxton-Patterson College and Career labs follow specific written and verbal directions, complete multi-layered questions, and proficiently communicate with their CTE teachers. Similarly, students who take any of iCEV courses complete industry approved courses that require academic skills in both reading comprehension, mathematics, and reasoning. Since the expansion of the CTE in ACC, we are in the process of program evaluation to identify additional methods where we can increase the integration of academic disciplines and CTE. School is effective in providing integration and alignment among academic and CTE experiences for all students.	MELD iCEV Paxton-Patterson

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
ACCESS communicates regularly with local school districts, community colleges, and community partners who provide career training programs for students in multiple ways. The consistency of this communication provides an effective means of sharing information with our partners regarding student progress and transition. The Director of School District Partnerships and Operations works with our schools, districts, and community to expand opportunities for our students and to develop ways in which our Orange County districts can further engage in the work of ACCESS for the benefit of our students. This includes working with local business partners and non-profits to provide needed resources and educational experiences for our students such as field trips, mentoring, scholarships, and extended learning opportunities. Transition Specialists meet with individual or small groups of students to provide guidance, support and resources to assist them in transitioning to other school placements or the community. Transition Specialists also provide academic, vocational and life skills counseling, act as a liaison between students, teaching, and administrative staff in the transition process. Dual enrollment classes are available to our students throughout the academic year. Classes are offered at community colleges or local high schools during after-school hours and are free to high school students. The classes offered for dual enrollment are for General Education (GE) college credit, and most are full semester courses. Dual enrollment courses allow our students to explore different GE college courses and earn transferable credits for universities. With assistance from our Transition Specialists and Counselors, students apply to community colleges and complete the specific paperwork to take a course. ACCESS staff follow up with dual enrollment students to ensure they are attending their class/classes and help answer any questions they may have in order to maximize their educational experience. Students can experience College & Career Fairs throughout the year; generally one in January before the start of the Spring semester and one in August before Fall semester. The fairs have booths with representatives from local community colleges, apprenticeship programs (construction, plumbing, electrician, etc.), armed forces, and additional continuing education programs. ACC staff has found it challenging to follow-up on graduates and/or maintain contact with former students due to the high transitory nature of our students. We often learn about student success when they return to ask for a copy of their transcript to post-secondary school or for the military. However, the Title I Transition Specialist and teacher do receive calls and emails from graduates asking for assistance for post secondary placement and employment. Community-based groups offer important resources for students and families, whereby schools can be a conduit to this support. ACCESS partners with community groups, nonprofit agencies, public agencies, and local businesses to offer a range of services to	Director of School District Partnerships and Operations Transition Specialists Dual enrollment

students and families.Waymakers is one such group whose service coordinators assist clients and their families to fulfill any case management needs and other basic needs from housing and food to assistance in linkages with other community service.	Waymakers
A common thread among our educational partners is that they have a commitment to cultivating positive growth in the community. Padres Unidos is a grassroots community support system among families, believing that successful families build successful communities. Their aim is to engage families not just in their own lives but also in the community, building protective assets, nurturing vibrant neighborhoods, and empowering residents.	Padres Unidos
Dedicated to fostering self-sufficiency and responsibility, Disciplina Positiva is a model that provides parents, teachers, couples, business and community leaders with the tools that will help to create responsible, respectful, and resourceful relationships in their communities. This model can be applied to students, parents and staff who are looking to become contributing members of their communities.	Disciplina Positiva
In Orange County, more than 117,000 children experience food insecurity, and the national hunger relief organization, Feeding America, estimates that more than 300,000 Orange County residents are food insecure.In collaboration with their community partners, Second Harvest Food Bank (Second Harvest) provides dignified, equitable and consistent access to nutritious food. This leads to better community health and a step towards an Orange County with food security for all.	Second Harvest Food Bank (Second Harvest)
The Family Resource Centers are stocked with essential supplies such as hygiene and household items, backpacks and school supplies, and clothing, purchased by the school as well as furnished through donations. The school pantry also provides a volunteer opportunity for parents and students, as well as community members. The goal of the Family Resource Centers is to meet the immediate needs of students and families, removing barriers to school attendance and promoting improved student outcomes. Our Family Resource Centers serve as a point of contact partnering with the community, linking families, school, and community together through a shared vision to support student success.	
School is effective in engaging families with community partners and resources to support students and families. However, schools have found it challenging to follow up on graduates due to the high transitory nature of students.	

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
As stated in previous sections, all students have access to a rigorous adopted curriculum, technology, academic support, social-emotional support, and CTE experiences. Individualized Learning Plan (ILP) is a tool used to navigate academic goals and resources for students. ILP provides teachers and students with a blueprint to align student goals and resources to attain academic and career success. This tool is in place upon enrollment and is revisited every six months. Transition Specialists and School Counselors assist students with academic and career development resources such as registering students for college, FAFSA completion, and completing scholarship applications. Furthermore, there is a collaboration between Transition Specialists, School Counselors and our SPED team. Our SPED students have individualized transition goals and objectives in their Individualized Transition Plan (ITP). Employees from the OCDE Administrative Offices and ACCESS are matched with ACCESS students for a ten-week virtual mentoring program, Welcome to the World of Work / World of Work Students Expectations. Selected employees are trained on building mentoring relationships, setting boundaries and communication. Weekly topics will include: *Making a Good First Impression, Email Development, What Does Follow Through Look Like?, Job Search, and Facilitating a Zoom Meeting*. ACC provides a variety of opportunities for students to participate in career exploration and post secondary options (refer to B1.5). School is effective in providing opportunities for all students to engage in realistic college and career and/or other educational options and highly encourages students to partake in the variety of activities offered by school.	ILP Transition Specialists School Counselors World of Work / World of Work Students Expectations.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
ACC schools offer a rigorous, relevant, and coherent curriculum that provides students with real work applications. For example, Pearson's new social studies program was created in collaboration with educators, social studies experts, and students. The program is based on Pearson's Mastery System and uses tested best practices, content expectations, technology, and a four-part framework (Connect, Investigate, Synthesize, and Demonstrate) to prepare students to be college- and career-ready. *Pearson Realize* targets resources to close learning gaps and it allows access to higher learning. In conjunction with this curriculum, the UCI History Project integrates ELA with the Social Science curriculum using lessons customized for our students. The UCI History Project utilizes lessons specifically targeted to areas of the social sciences to promote cross curricular knowledge. Implementation of CTE courses provide career pathway introductions for students to prepare for real world experience. Students have the opportunity to select a desired class from a variety of courses offered on Edgenuity. Additionally, students can earn industry certification by completing coursework and passing the industry exam. ACC is effective in ensuring that all students have access to curriculum, including real world experiences.	ELA CTE

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Parents are encouraged to be active participants in their child's education, and teachers engage with the parents to collaborate in the student's learning plan. Upon enrollment, parents are introduced to the ACCESS program through collaboration with our Attendance Program Specialist and/or School Counselor to develop an attendance and academic plan for student success. Additionally, an annual Student Placement Review offers parents and school staff a formal time to review progress and academic plans, which ensures that all resources are being provided to families and students. Administrators, Attendance Program Specialists, and School Counselors have an open door policy and are available to parents, students, and staff to support student learning and address academic, behavioral, and interpersonal challenges, and provide conflict resolution. The Individualized Learning Plan (ILP) is a tool used to navigate academic goals and	Student Placement Review ILP

resources for students. The ILP provides teachers and students with a blueprint to align student goals and resources to attain academic and career success. This tool is in place upon enrollment and is revisited every six months. Transition Specialists and School Counselors assist students with academic and career development resources such as registering students for college, FAFSA completion, and preparing scholarship applications. Furthermore, there is a collaboration between Transition Specialists, School Counselors and our SPED team. Our SPED students have individualized transition goals and objectives in their Individualized Transition Plan (ITP). Selected staff from the OCDE Administrative Offices and ACCESS are matched with identified ACC students for a ten-week virtual mentoring program, Welcome to the World of Work / World of Work Students Expectations. Weekly topics will include *Making a Good First Impression, Email Development, What Does Follow Through Look Like?, Job Search, and Facilitating a Zoom Meeting*. In ACC, we are effective in providing a variety of opportunities for students to participate in career exploration and postsecondary options.	World of Work / World of Work Students Expectations.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
As previously mentioned, ACC has a robust staff of credentialed and classified employees who work to support student post high school transition needs. Students are offered opportunities to participate in college field trips, career assessments, job readiness workshops, and hands-on vocational learning. School Counselors and Transition Specialists schedule appointments to meet with students to discuss postsecondary options and create obtainable, step-by-step plans for goal attainment. School is highly effective in providing resources, programs, and services for students to transition to college, career and other postsecondary high school options.	ILP School Counselors Transition Specialists

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*****

Areas of Strength

1. ACC has adopted a standard aligned core curriculum; ELA, Math, Social Studies, and Science.
2. ACC has A-G courses available for all students via Edgenuity.
3. The availability of online curriculum and assessment options such as Edgenuity and some Canvas courses.
4. ACC has a strong process of researching, evaluating, and piloting new curriculum.
5. ACC has many academic support staff that support student progress, e.g. Title I and Title III tutors.
6. ACC has various CTE options for students to participate such as Edgenuity, iCEV, and Paxton-Patterson labs.

Areas of Growth

1. Continue the ongoing support of the implementation of the adopted curriculum.
2. Continued professional development in support of the current adopted curriculum.
3. Update Course Listings that include Course Descriptions.
4. Implement and sustain a new ELD curriculum.
5. Increase CTE opportunities for students including Spyder Lab introduction.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Students are referred to ACC for various reasons, chief among them credit deficiency, behavior, and lack of attendance. Students may have significant learning gaps as evidenced by results on i-Ready and state assessments.
    - English Learners need additional support as evidenced by ELPAC scores.
    - Consistent school attendance is a challenge for many of ACC students and contributes to learning loss.
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - No additional needs were identified related to Category B.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
        - The following areas are addressed in the schoolwide action plan to support learner needs: CTE expansion, additional tutoring opportunities, hiring of

additional ELDAs, consistent use of adopted curriculum, and maintaining program specialists to improve student attendance.
- ○ **Identify important next steps within the schoolwide action plan/SPSA.**
  - ■ Next steps include expanding CTE opportunities, hiring additional ELDAs to support English Learners, and ensuring the consistent use of the adopted curriculum.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
ACC staff provides multiple means to measure student academic progress. Chief among them is i-Ready, an individualized, diagnostic instructional intervention for reading and math. This tool provides an equity-centered, web-based learning environment for all students. As students complete online lessons, both teacher and student can monitor progress in real time. Based on assessment results teachers modify learning plans to address student needs. i-Ready instruction uses data obtained from the diagnostic assessment to deliver personalized learning paths for each student, balancing rigor and reachability. Online lessons offer students explicit instruction, along with systematic practice and scaffolded feedback to promote a growth mindset. Similarly, Edgenuity and Canvas, our online curriculum, provide real-time feedback on student progress which is used by teachers to guide instruction to address learning needs. Our small classroom size allows ACC teachers to monitor student progress daily through formative assessments such as in-class observations, class discussions, graded student work, and group projects. Based on classroom observation and an analysis of student academic progress, teachers refer students to tutoring services provided by Title I and Title III.	i-Ready Edgenuity Canvas,

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
ACC is supported by the ACCESS Curriculum, Learning, Accountability & Student Services Department (CLASS) that organizes and monitors teacher and staff committees to support student performance levels and course alignment to the California State Standards. California State Standards and expectations are available on our ACCESS Intranet website and in the Common Core State Standard binders/resources. These standards are posted at all of the school sites.	CLASS support
In the classroom, teachers address the standards and the expected outcomes for the students. They monitor student progress and understanding of course standards and expectations through observing student effort and participation, checking work samples, and interacting one-on-one time with students. Student/teacher textbooks refer to the standards and contain pacing recommendations and learning objectives. A commonly used educational software package, Edgenuity, refers to standards at the beginning of every lesson and has a pacing guide for students to see. Each classroom displays posters indicating instructional strategies and tools to support student learning. The standards are cross curricular and reflect all grade levels. Teachers also find this information in textbook Teacher Resource Guides.	CA state standards
Students have a variety of resources and tools to become familiar with the standards and expected performance levels for each area of study. Some of the resources and tools available include textbooks, rubrics, educational posters displayed in the classroom, and independent learning packets. Many of our students come with gaps in their learning. Pretests and informal assessments are used to identify areas in need of remediation. Transcripts are evaluated to determine the appropriate courses to assign. The goal of students taking ownership of their learning and becoming motivated to achieve academic success is an ongoing pursuit of the program and effectively having students gain understanding of the standard and the "why" to their learning is our focus.	Edgenuity

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion:
All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
ACC schools sites offer ongoing opportunities for students to take an active role in their academic development by learning the valuable skill of self-advocacy. The first opportunity to practice this skill is immediately after enrollment when students collaborate with teachers to complete the ILP by identifying their academic, career, and personal goals. This plan is reviewed and updated every six months to ensure the alignment of student progress to achieve the self-identified goals. Once the teacher receives and evaluates the student's transcript, the teacher meets with each student to set expectations and provide a roadmap for realistic course completion for the duration of their stay.	ILP

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
ACC teachers facilitate learning as coaches by providing constructive feedback, establishing trust, and getting to know each student personally by knowing their Name, Face, and Story. Due to our diverse student population and their many professional interests, Careers Without Borders was introduced as a way for students to learn about various career options outside the typical school trajectory. Through research-based instructional strategies, our teachers and staff are able to lead students into developing academic, social, and advocacy skills. Specifically, all teachers are trained in implementing UDL, Guided Language Acquisition Design (GLAD), Constructing Meaning (CM), Restorative Practices (RP), and are well versed in integrating multiple online platforms to increase student engagement. Teachers participated in learning Google Apps for Education (GAFE) to help enhance their professional learning. The usage of integrated technology tools engages students in learning and prepares them for college, career, and life skills. GAFE is used in daily communication and interaction with students providing multiple means for students to present their learning. Furthermore, teachers utilize differentiated instruction to meet the individual needs of each student providing an equity-centered learning environment and a culture that promotes student engagement. For example, Learning Ally is an audiobook, multi-sensory reading accommodation that levels the playing field for students who struggle to read, providing them the opportunity to achieve in school and in life. As previously mentioned, UDL and RP strategies are embedded in our ACE, and MELD curriculum. Such lessons offer choice and voice including visuals, building on	Name, Face, and Story Careers Without Borders GLAD CM RP GAFE Learning Ally ACE MELD

prior knowledge, scaffolding, cooperative learning, and reflective learning summaries.	

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Students have opportunities to engage in creative, collaborative, and critical thinking skills throughout the year. This includes programs such as Art4Healing, Summer at the Center, and Newsela.	Art4Healing
Art4Healing supports emotional healing through art and creative expression for those living in pain, grief, fear or stress. This program is offered once a week at the majority of our sites. Two ACC staff members are working towards Art4Healing certification to expand the offering of this program.	Summer at the Center
Summer at the Center is designed to empower students through active participation in a rigorous two-week onsite performing arts camp offered in partnership with the Segerstrom Center for the Arts. Summer at The Center is a program where high school students (grades 9th-12th; ages 14-19 years) come for two weeks of intensive theater arts involvement, including dancing, singing, and acting.	
Newsela is an excellent online resource used by teachers to engage and challenge students in current events. This program can be adjusted to accommodate student Lexile levels and is offered both in English and Spanish. This multi-use program provides the opportunity for students to learn about current issues, and has supplemental learning materials for different content areas. The materials are available in both digital and printed format.	Newsela

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
One way students can demonstrate and apply acquired knowledge is through diagnostic growth in i-Ready. i-Ready delivers supplemental individualized lessons in reading and math to extend learning opportunities. This is a prescribed intervention to address learning gaps.These individualized lessons allow teachers to progress monitor each student's growth and advise them on next steps to enhance their reading and math skills. Team projects, presentations, and writing in our MELD curriculum is another way that	i-Ready

challenges our students to reach higher level thinking skills. Rubrics are provided for students to guide and self-assess their learning. Students choose their final projects to demonstrate their learning. At the culmination of an ACE novel lesson, students have several options to choose how they will demonstrate their understanding. Learning opportunities are not only extended but limitless when providing choice for student voice to be heard.	final projects ACE novel lesson,

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of rigor and the above indicators; include supporting evidence.*

Findings	Supporting Evidence
As previously mentioned, all ACC students have access to CTE experiences via Edgenuity CTE course offering, iCEV industry certification, ServSafe, and Paxton-Patterson College and Career Labs. Students meet with a Transition Specialist to work on resume writing, career exploration, interview, and job search skills. Additionally, students have the opportunity to meet with their Area School Counselor to reflect, review, and plan future coursework. Resources are provided as needed and graduation or return to district plans are discussed and confirmed. Careers Without Borders was created during the pandemic. This program not only allowed students to virtually connect with one another during a time of uncertainty and isolation, it also allowed students to be exposed to careers they might not have known about before. To date, Careers Without Borders has virtually hosted eighteen individuals in various professions (i.e. sports legends, NASA astronaut, comedians, and journalist). The interviews are conducted by our Assistant Superintendent and other staff members via Zoom. Students have the opportunity to join the interview live or view the recording at a later date. Based on student and staff feedback, Careers Without Borders has been a successful endeavor and will continue to grow. Throughout the year, Junior Achievement provides proven lessons in financial literacy, work and career readiness, and entrepreneurship shown to positively impact the lives of our students. These lessons align with national and state educational standards. ACC partners with Working Wardrobe who provides students with skills that are required to be successful in the workplace such as resume building and soft skills necessary for employment. After the class work is completed the participants are given the opportunity to acquire working attire suitable for job interviews. As previously discussed, ACC and OCDE staff collaborate to provide mentorship and job experience for our students at OCDE.	Careers Without Borders Junior Achievement Working Wardrobe

ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*****

Areas of Strength

1. Diverse, engaging, and challenging adopted standards-aligned curriculum throughout the program: Saavas, Discovery Education Science, Collections, ACE (district developed and implemented ELA curriculum).
2. All curriculum available in an online forum and all staff have been trained on all online platforms. (e.g. Canvas, Discovery Education Science, Saavas, ACE, Collections, Newsela, i-Ready, Learning Ally).
3. Curriculum and EdTech websites, videos, and guides available to assist teachers and staff members. These include staff-created support websites for ELA, Social Science, UCI History Project, Discovery Education Science, Number Talks, MELD, and Academic Interventions.
4. i-Ready Assessments and math and reading interventions accessible for all students.
5. ELDAs, Title I Tutors, Special Ed support available for students requiring additional support to reach their academic potential.
6. Implementation and expansion of the CTE program ACC wide.
7. CTE sites offer multiple college and career readiness labs where students use hands-on learning to discover and explore different industry sectors.
8. CTE offers top industry exploratory options (e.g. nursing, medical, personal finance, robotics, culinary, alternative energy, etc.).
9. All students are furnished with a Google and Clever account upon enrollment.
10. All students have access to program-issued Chromebooks and hotspots as needed.

Areas of Growth

1. Revisit learning and training of new curricula opportunities for all staff and find ways to scaffold and differentiate so teachers and students are more comfortable with implementation.
2. Research and adopt middle school curricula.
3. Increase partnerships agreements and CTE offerings.
4. Continue to support teachers in increasing use of technology in their teaching practices.
5. Identify gaps left by shifting TOSAs back into classrooms and use the expertise offered through OCDE Educational Services Division.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
  - Improve student attendance and capture rate.
  - Support all students' social-emotional needs.
  - Support and monitor English Learners in all academic areas.
- **List any additional identified student learner needs that resulted from the Focus**

Group analyses.
- ○ No additional needs were identified for Category C.
- ● **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:**
  - ○ **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - ■ The following areas are included in the schoolwide action plan to address student learner needs: encourage teacher collaboration and peer observation to discuss student progress and implement MTSS to address the academic, behavioral, social, and emotional needs of students.
  - ○ **Identify important next steps within the schoolwide action plan/SPSA.**
    - ■ MTSS Certification by staff
    - ■ Increase implementation of designated ELD curriculum

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
In the 2017-2018 and 2018-2019 school years, ACCESS reviewed the California School Dashboard with leadership and site personnel to guide instruction and identify specific areas that required intervention and additional support. The assessment data was included in the development of the SPSA and the LCAP to ensure alignment of strategic support and services for students.	California School Dashboard
With the suspension of the California School Dashboard in the 2019-2020 and 2020-2021 school years, ACC analyzed local student data including academic, attendance, and graduation rate with staff at leadership meetings as well as site-level Needs Assessment (ACC and SYA) meetings. As in previous years, this analysis contributed to the SPSA and LCAP development to create goals and objectives that support student achievement.	Needs Assessment ACC SYA
The suspension of the California School Dashboard was shared with families and communities at ELAC/DELAC meetings as well as SSC, and shared at the OCDE's Board meetings. It was also discussed that in lieu of the California School Dashboard, ACC would collect, analyze and review local student data such as i-Ready to monitor student progress and provide interventions.	ELAC DELAC
In addition to prescribed and specific learning goals within core subjects, formative student assessments are reviewed and analyzed by teachers with students and additional school staff as necessary.	
ELPAC data is reviewed at the district and teacher level to inform the development of our ELD program and professional development. Title III department relies on that data to identify the need for additional ELDAs to ensure English Learner students equitable access to English language acquisition.	
ACC administrators and staff have reviewed the 2022 California School Dashboard and due to this data reflecting a "Status Only", ACC will continue to analyze,	

evaluate, and disaggregate local school and student data to ensure interventions and services are aligned to support student achievement.	

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Leadership and instructional staff have revamped the core curriculum and course contracts that includes state standards, objectives, and explicit student expectations for student grades. Grades are primarily assigned by teachers based on student performance on assessments and completion of assignments. Students who take online courses such as Edgenuity are given real time feedback on their progress and teachers can access and intervene as needed to support the student.	Course Contracts
When utilized with fidelity, i-Ready provides the baseline for students' academic levels in reading and math. The diagnostic results provide real time student data that is then reviewed with students to create an intervention plan where student and teacher can monitor student growth and progress.	
Per Ed Code, students enrolled in a day school setting are expected to attend school four hours a day, five days a week. Student attendance impacts student achievement. Therefore, leadership and staff have created a referral based intervention plan, Truancy Response Program (TRP), to progressively address and support student attendance.	Referral

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
The Attendance and Records department and Student Record Technicians run queries to identify students who have been promoted to 12th grade and to identify remaining courses required for graduation. Teachers, transition specialists, and counselors work collaboratively to schedule a Student Intervention Team meeting to review the students academic progress and timeline for graduation. Additionally, students meet with school counselors and transition specialists to discuss options for post graduation. Students and families can request to meet the teacher and school counselor at any time to discuss academic progress and post secondary options.	School counselors Transition Specialists
As previously mentioned, leadership and instructional staff have revamped the core	

curriculum and course contracts to include state standards and objectives to effectively monitor student progress. ACC provides multiple opportunities for students to engage in activities that accelerate interest and engagement in college and career readiness. For example, the new CTE labs provide exploratory module based lessons in experiential learning that allows them to develop and master the technical, academic, employability, decision-making, and interpersonal skills needed for post-secondary success and satisfaction. Additionally, ACC provides dual enrollment opportunities in collaboration with local community colleges to advance the students' education in course work of their interest. Students may explore fields of study that help them choose a major later. Dual-enrollment gives students a preview of college coursework while they are still enjoying the safe confines of the high school environment. Courses completed at the community college level will be reflected on their school transcripts and will contribute towards earning their high school diploma.	

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
Our Leadership department meets monthly to discuss student progress, provide program updates, and expectations. Equally important, the team analyzes data in order to select goals related to student achievement, and improve school conditions to support student success. Assistant Superintendent, Directors, Principals, Coordinators and Program Specialists are part of the Extended Leadership Team (ELT). Special Education, English Learner Services, Curriculum and Instruction, Title I, Foster Youth, and the Mental Health departments are all represented. Thus, providing an opportunity to routinely discuss updates, challenges, and assess our programs. Students are periodically assessed formally and informally throughout the school day. Examples of ongoing formal assessments include i-Ready, CAASPP, and ELPAC. Some examples of informal assessment include completed assignments, group work discussions, homework, exit tickets, Jamboard, Kahoots, on-line curriculum progress monitoring, and class participation. The school leadership and staff review expected student learning outcomes to support their successful transition to college and/or career after receiving their high school diploma. Transition specialists and academic counselors work collaboratively with administrators, teachers, parents, and students to ensure that progress is being made and appropriate supports are provided to ensure student progress towards graduation.	high school diploma.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1.5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
ACCESS and ACC have identified math and reading as an area of growth based on i-Ready diagnostic, ELPAC, and CAASPP results. As such, ACCESS has hired Reading and Math Program Specialists to provide interventions and strategies to teachers and staff to build the capacity of our teams and better serve our students who are performing below grade level. Meanwhile, we have added high interest, low readability online intervention programs such as Maxscholar, Lexia Core 5, and PowerUp.	Maxscholar Lexia Core 5 PowerUp
To assist with improving student attendance and creating a positive school climate, ACC hired three Program Specialists. The three individuals hired currently assist with the management, supervision, and coordination of activities and operations of assigned school site(s) related to attendance and positive school climate. They are responsible to consult with and assist staff to conduct training, coordinate curricular resources, and evaluate effectiveness of programs for students who receive educational services in the program.Additionally, these individuals assist program staff with the implementation of the ACC Truancy Response Program (TRP) to assist with analyzing and reviewing attendance reports with teaching staff to ensure interventions are being implemented and properly recorded. Lastly, Program Specialists assigned to the TRP team coordinate and facilitate SARB hearings, monitor student progress, and compile reports and statistical information needed for evaluation of program effectiveness.	TRP-Day School TRP-Contract Learning
ACC continuously promotes participation in the annual CUE conference. CUEs mission is to help create a future in which all students have access to technology-empowered learning that prepares them to solve real world problems, seize opportunities, and improve their communities and the world. ACC has successfully trained and implemented all students and staff in the use of GAFE. This has helped to streamline feedback on student assignments as well as collaborating across the district.	CUE
ACC has begun a 2 year CA MTSS Pathway Certification for Schools course available to all OCDE staff. MTSS is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.	
ACC participated in the Orange Frog Professional development series. The Orange Frog educational program starts with the belief that positive environments are performance enhancers for student success. A positive, engaged brain improves	

performance, while deepening the connections between school staff, students, and family.	
ACC staff attended a two-day training on Restorative Practices offered through the International Institute of Restorative Practices (IIRP). The two-day introductory course provided fundamental theory and practices for engaging with students, staff, and parents. Additionally, 14 staff were trained for an additional week to become certificated trainer-of-trainers in RP.	IIRP
ACC staff attended an introduction to Universal Design for Learning (UDL), designed from the works of Dr. Katie Novak. Each participant was provided with the book, _UDL Now! by Dr. Katie Novak_. Staff gained an understanding of the UDL guidelines and how to implement the guidelines in order to eliminate barriers to learning with our students.	
ACC collaborated with other alternative education programs to discuss best practices in addressing student achievement and success. ACCESS has found this partnership effective due having similar programs, student population, and challenges. As such ACCESS administrators and staff have participated in the JCCASAC and National Association of Alternative Education (NAEA) annual conferences.	
Based on the 2019 California School Dashboard, ACC was identified as eligible for Differentiated Assistance (DA) to improve student outcomes. Since 2019 ACC has participated in the Tri-County DA Consortium, with Riverside County Office of Education and San Bernardino County Superintendent of School for continuous improvement. As a result, ACC established a task force who continually review and monitor students who are identified as chronically absent.	Tri-County DA Consortium
Constructing Meaning (CM) is a comprehensive approach for developing English proficiency. CM provides tangible strategies across the content areas for supporting our English Learners, while also positively impacting all student achievement. CM's strategies allow teachers the opportunity to examine their lessons and the demands of the language that is needed to access those lessons. These strategies provide subject specific language.	Constructing Meaning
ELPAC results drive goals and staffing needed to support our students identified as English Learners, particularly our LTELs. These financial investments are reflected in our LEA LCAP as well as our SPSA. Consequently, we extended our ELDA resources to serve more sites.	

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Instructional staff utilize a variety of assessments and strategies to guide, modify, and adjust curricular and instructional approaches. For example, teachers use oral and written assessments, analysis of student work, and results of chapter and unit tests to inform instructional planning and provide ongoing feedback to improve student learning. In our ELA ACE program, assessments have embedded UDL practices that offer choice and voice for students to drive their instruction. Universal Design for Learning (UDL) is an approach to teaching aimed at meeting the needs of every student in a classroom. It can be helpful for all students, particularly students in an alternative education environment. The principles of UDL are embedded throughout the instructional program to ensure that student voice and choice are reflected within the assignments and methods of assessments. This increases student agency. Rubrics communicate expectations on assignments allowing for students to successfully complete the assignment. As previously stated, CAASPP and ELPAC are summative assessments that evaluate student learning and skill acquisition.	ACE

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
Teachers provide students with timely and specific feedback to identify strategies that increase engagement and support their learning and academic growth. Some examples of feedback include articulating clear learning goals, garnering oral responses from students, continually checking for understanding, ongoing use of academic language, providing a print-rich environment, and closure activities that provide valuable feedback and inform the teachers' instructional planning.	Google Classroom

Feedback provided at the time of learning helps to improve understanding, addresses misconceptions, reinforces strategies, and increases student motivation. Online curriculum utilizes formative and summative assessments providing immediate feedback via automated grading. The introduction of Google Classroom allows teachers to comment on students assignments in real time, providing feedback and input. Students can also respond back and have a conversation with their teachers Through this tool, the interaction between the teacher and the student is improved, since it optimizes the process of delivery and monitoring of assignments. Teachers, as Google Classroom users, can create virtual classrooms in which they can teach their classes. They can also better manage their educational planning as it centralizes their tasks in a single platform.	

**ACS WASC Category D. Assessment and Accountability:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*****

Areas of Strength

1. Implementation of CA-MTSS will help the program to align our initiatives and resources to better address the needs of all students.
2. All staff are trained on i-Ready as a program-wide academic diagnostic tool.
3. Course contracts allow flexibility to meet the needs of all students while maintaining a standards-based curriculum.
4. UDL focused Professional Development helps to meet the needs of diverse learners.

Areas of Growth

1. Address barriers to school attendance to reduce truancies and non-attendance.
2. Full Aeries Parent Portal adoption and utilization.
3. Increase participation in state testing.
4. Increase the percentage of i-Ready initial and 90 day diagnostic assessments.
5. Better use of data analysis to drive instruction and measure progress needs.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Improve student attendance and capture rate.
    - Improve and increase student participation rate in i-Ready and state assessments.
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - No additional needs were identified related to Category D.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
        - The areas of i-Ready assessment data and its usage is an area that needs to be furthered addressed as well as how data is used to drive instruction
    - **Identify important next steps within the schoolwide action plan/SPSA.**
        - Expand CTE opportunities for students
        - Expand the implementation of MTSS
        - Provide college field trips, college fairs, and college representatives presentations for students

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Engaging all parents in the school program is a priority for ACCESS. In order to address the needs of all populations of students, including English learners, special needs, and online students, efforts are made to involve parents in their children's education and bridge communication gaps.	Aeries Parent Portal
The Aeries Parent Portal is a digital onramp to the student information system (Aeries) that provides parents year-round access to their child's progress. This includes information on their attendance , student report cards, state testing results, and other learning milestones. ACC is committed to expanding the accessibility and use of this family engagement tool. This will provide mass notifications, classroom communication, and two-way messaging for parents, allowing everyone to stay connected and to encourage dialogue.	
The OCDE Language Services team is using a new software called Fluency, which will allow staff to request interpreting and translation services and automatically notify all parties involved.	Fluency
Our bilingual FCLs help to facilitate the flow of information between all of those responsible for the success of our students. They ensure that parents receive and understand school site communication and information about the school that may directly impact each family. These types of information may include: coordinating communications and disseminating information between the school, home, and the community; facilitating home and community understanding of school programs and objectives, and aiding parent involvement in school activities; they develop and maintain effective working relationships with individuals, community groups and social service agencies. They also accommodate communication from parents when translation services are needed to effectively communicate with the school staff as most of our FCLs are able to communicate in a second language.	Family Community Liaisons (FCL)
Similarly, transition specialists and counseling staff meet with parents/guardians and students to review academic transcripts, discuss college and career planning, complete financial aid applications, and provide information and resources to help	Transition Specialists

families support their child's education.	
Parents play an important role in the planning and implementation of their student's education by participating in individual meetings, counseling sessions, and Back To School Nights. Families are welcomed and encouraged to participate on various leadership teams such as SSC, DELAC and ELAC.	Counseling Staff SSC
Throughout the year, parents and educational partners are invited on campus to observe classrooms and interact with teachers, counselors, and administrators. These informational nights include Back to School Night and Open House. As listed in section A1.3, we utilize multiple platforms to communicate with families including SchoolMessenger, Clever, Canvas, Peachjar, Google Voice, Remind app, flyers, and ParentSquare allow for communication with families.	DELAC ELAC

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and **Uniform Complaint Procedures** as evidenced by our safety meetings for all teachers and staff. Williams complaint procedures are available on the OCDE website.	Williams Complaint Procedures
Students and staff participate in periodic fire drills, earthquake drills, lockdown procedures, and other safety-related training. For example, CA SB390 Campus Security Course Training was provided in February 2023. This training covered more than fifteen different topics, including laws and liability, bullying prevention, and student in crisis recognition and more. School administrators and staff were certified after the completion of this three day campus security course training.	Monthly Safety Reports
ACC staff participated in Threat Assessment training	Area 1: Site Level Safety Plan
Emergency plan procedures include annual site level safety plans and monthly safety reports to ensure a clean and orderly learning environment. Our sites are equipped with disaster preparedness supplies provided by the OCDE office of risk management. ACC prioritizes maintaining clean facilities and ensuring that all	Area 2: Site Level Safety Plan

classrooms are maintained, sanitized, and ready for in-person instruction.	Area 3: site level safety plan
Due to the pandemic, both students and staff are regularly updated on the process of keeping our campuses safe, clean, and sanitized. Ensuring a clean environment for staff and students is an ongoing process and priority. Some of the additions to the school safety measures included new air purifiers for classrooms, hand sanitizing stations, plexiglass barriers, and other forms of PPE. Additionally, a safety committee team was established to identify new safety concerns and ensure that school sites remain in compliance with safety regulations.	Sunburst: site level safety plan
The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.	
The (CHKS) is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.	California Healthy Kids Survey
ACC implements Gaggle Alerts and LanSchool as a part of our internet safety protocols. Gaggle is a student safety software enabling schools to monitor students' online activity on school provided devices.	
LanSchool classroom management software supports a safe digital classroom, allowing teachers to easily monitor students digital use in real time.	

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Relationship building is the greatest asset of the ACC program. Staff get to know their students on an individual basis which creates an environment conducive to learning and fosters motivation. We strive to create a culture that promotes diversity and encourages students to embrace individuality. The School promotes an environment that "honors " individual differences, socio-emotional needs through counseling practices , inclusion and mental health awareness. By including educational partners, we build trust and respect for one another's ideas/opinions and build unity among students and staff.	
Building and strengthening relationships and community is a critical component of school culture. Restorative practices is an essential process for creating a positive learning environment, building social capital, and resolving relational issues. ACCESS staff attended a two-day training presented by the International Institute of	

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Restorative Practices (IIRP). During this two-day introductory experience, staff learned the fundamental theory and practices for engaging with students, staff, and parents in school settings.

ACC Education and Support Services provide mental health services that support the social-emotional well-being of our students. In addition, pro-social activities include: Restorative Justice, Gang Prevention and Intervention, Anti-Bullying, Media Literacy, and Alcohol Tobacco and Other Drugs for students throughout ACCESS.

Orange County Department of Education, Title I federal funding provides supplementary academic services for students in ACCESS community and institution school settings. Students receive classroom and after school assistance in the areas of reading, language arts, math, and life skills. Title I staff offer transition guidance for students as they transfer between school placements, as well as assistance with job skills and college readiness. The Title I Family Engagement Program extends support to the families of alternative education students. Professional development opportunities focused on equity teaching practices racial consciousness and culturally responsive teaching. In addition, pro-social activities and programs that are available to our students includes:

Summer at the Center is designed to empower students through active participation in a rigorous two-week onsite performing arts camp offered in partnership with the Segerstrom Center for the Arts

The Art4Healing program supports emotional healing through art & creative expression for those living in pain, grief, fear or stress.

The Warming Hearts for the Holidays (Warming Hearts) program provides an opportunity for individuals, groups, or teams to sponsor deserving ACCESS students for the holiday season. With support, the Warming Hearts Award empowers students by recognizing their strengths, achievements, and efforts in school, in the form of gifts for the students and their families.

Students participating in Peace Literacy work on building social emotional skills through virtual reality.

Young Entrepreneurs Academy is a program to teach students to generate business ideas, conduct market research, write business plans, and pitch to a panel to launch their own companies

Career Success Week is a week of fun and interactive career-building and goal-setting.

PureGame character-building, mentorship, and leadership development through sports. PureGame is changing how children develop by using the power of sport to help them make meaningful connections with peers and adults so that they can learn to create pathways to success of their choosing.

As a school receiving Title I funding, ACC schools have followed California Education Code in establishing a School Site Council (SSC) to further develop a collaborative approach to school-based decision making. Per guidance, the SSC team is composed of the school principal, teachers, other school staff, students, and parents and/or community members. Council members are elected, with teachers electing

Summer at the Center
Art4Healing
Warming Hearts for the Holidays
Peace Literacy
Young Entrepreneurs Academy
Career Success Week
PureGame
Various Local and National Organizations and

teachers, parents electing parents, and students electing students. The SSC evaluates student data, identifies student needs, and participates in the development of the School Plan for Student Achievement (SPSA). The SPSA is the schools' plan for activities that will be carried out to improve student outcomes. The SSC also monitors the plan to see that the funding is spent in accordance with the plan and evaluates the effectiveness activities at the end of the school year.	Businesses
ACC is proud to collaborate with various local and national organizations and businesses to equip our students as they build a pathway to college and career readiness. Through established partnerships, our staff, students, and parents are able to utilize resources to promote student academic and personal success.	
ACC provides mental health services that support the socio-emotional well being of our students. The emotional needs of an ACC student is important, every day. If needed students get assistance from School Counselors, Clinicians, Administration, and Teachers in dealing with such concerns of our students.	
In the Summer of 2022, ACCESS began the implementation of an online mental health assessment. We have partnered with HeadsUp Check Up, a cloud-based mental health and behavioral risk screening tool, and the Orange County Children's Mental Health Access Collaborative to provide our students and parents with mental health screening and follow up services. The screening is offered to students and their families. The evaluation takes about 8-10 minutes to complete and is being offered to students and parents free of charge.	HeadsUp Check Up
Waymakers is an intensive mental health services program that specializes in serving severely mentally ill youth ages 12-25 all across Orange County.	Waymakers
Waymakers is able to provide one on one assessment sessions with a clinician who will assist in identifying mental health goals to work on over the course of the next year with the client and parent. The client and family are then paired with a full service partnership team composed of a transition coordinator, service coordinator, and full service partnership supervisor.	
Service coordinators assist clients and their families to fulfill any case management needs and other basic needs from housing and food to assistance in linkages with other community services. They also assist the parents/caregivers in learning skills to help support their child.	
The need for Student Wellness Centers is well documented. Mental health has been a major concern not only in Orange County but across the country. Student Wellness Centers have become powerful investments for our students, educators, and local communities. Student Wellness Centers are designated spaces on campus and provide a safe & supportive environment for students. They help empower students to manage their own social, emotional, and physical health issues that may undermine their ability to achieve their highest academic potential. Student Wellness Center models may vary. However, they are designed to be accessible to all students, offer mental and physical health services, support, and activities to optimize wellbeing. They provide a nurturing, calm place for students to engage in mindfulness strategies and use stress reducing tools.	Student Wellness Centers

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Relationship building is the greatest asset in the ACC program. Staff get to know their students on an individual basis which creates an environment conducive to learning and fosters motivation and engagement. Trust, respect, and professionalism are fostered through open and honest communication, collaboration, and a shared vision for student success. At individual school sites, staff members collaborate to discuss student progress, develop site-based rules, and address other school business.	SL
ACC sites have a Site Liaison (SL) assigned to them in order to provide additional support to the classrooms. These SLs provide assistance upon teacher request, help to maintain a safe site, collect and submit department and area reports as needed among other SLs at each site, meet with their administrator to receive information, which is then disseminated to staff.	
Administrators hold monthly, weekly, quarterly, and impromptu meetings with staff. These meetings are designed with the intention to provide equitable opportunities for collaborative input from all staff.	
All staff members within ACC participate in staff development focused on best practices and pertinent topics. Monthly Executive Leadership Team (ELT) meetings provide a venue for administrators to collaborate, strategize, and design action steps for implementation. These avenues of communication positively impact the atmosphere in the classroom, the involvement of all educational partners in the continuous improvement process, and results in improved student learning.	
ACC promotes a culture that demonstrates care and concern for our students and parents. We have multiple levels of intervention for those facing any kind of problems (ranging from academic to social-emotional, to drug/gang involvement).	
The ACC staff had the opportunity to participate in Introduction to MINDFULNESS, a 5-week series that was designed to allow OCDE team members the opportunity to explore intrapersonal, interpersonal, and cognitive skills to improve the capability to work more effectively and happily with others, including colleagues, clients, students, and families. During this Mindfulness series, participants will actively engage in mindfulness practices such as focused breathing, mindful walking and mindful movement. Staff will also be encouraged to do various activities and practices on their own in between sessions, allowing further support for/practice towards improved personal wellbeing.	
Emotional Intelligence is a six-session training that gives employees the opportunity to deepen their understanding of the human dimensions of our work. This will help strengthen our intrapersonal, interpersonal, and cognitive skills allowing us the ability to improve our capacity to work more effectively with colleagues, clients, partners, and students in a supportive, collaborative, and productive way	

The Happiness Advantage / Orange Frog Workshop provides the blueprint for increasing employee engagement, tapping into people's intrinsic motivations and maximizing potential workplace and our personal lives of our staff.	

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A strength of ACC is our flexibility to develop a program around each student's unique needs and interests. Upon enrollment all students are assessed to determine their academic levels. ACC school sites utilize i-Ready as a universal screener assessing math and reading. Individual Learning Plan (ILP) is also created between the student and teacher that is designed to maximize learning for that student. Staff obtain and review student records resulting in an ILP. Classroom instruction supports student academic achievement, encourages personal growth, and utilizes culturally-appropriate curricula.	California MTSS Pathway certification for Schools
ACC implements MTSS framework across its network of school sites ensuring all students at all levels academic needs are met. All ACC staff are working towards a certification in the California MTSS Pathway certification for Schools with a two-year completion goal.	
ACC utilizes School Psychologists to evaluate students, consult with parents and staff and make recommendations regarding the placement of students in appropriate classes and programs; develop and implement behavioral plans and remedial instructional programs; and provide responsible and complex staff assistance as required.	
ACC School Counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. School counselors help all students: apply academic achievement strategies, manage emotions and apply interpersonal skills, plan for postsecondary options (higher education, military or work force).	
Transition Specialists meet with individual or small groups of students to provide guidance, support and resources to assist them in transitioning to other school	

placements or the community; provides academic, vocational and life skills counseling; acts as a liaison between students, teaching, and administrative staff in the transition process; and performs related duties as assigned. FCLs, Counselors, the School Psychologist, administrators and other school staff make referrals when appropriate for support services. When a student is facing individual, family or school related problems, they are provided with a list of resources in their community to help them learn to cope with the issues and become successful in life and at school.	

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The Student Intervention Team (SIT) is designed to be an intervention team where teachers, adult students, (parents as applicable) and specialists can brainstorm methods to positively impact the outcome of a student's academics, behaviors or social-emotional issues that are affecting school success and outcomes. The Student Intervention Team (SIT) process should be used in any situation where the teacher , student and guardian(s) need to access additional resources or support to ensure the student is achieving their potential and on track to be college, career, and life ready. The SIT process can be used to address issues around academics, behavior, and truancy, non-attendance for contract learning programs or social-emotional concerns. Staff are a part of the IEP process. The team collaborates and consults on the services and individual support for special education students to assist the student in accessing the general education curriculum and ensuring that their unique needs are met.In collaboration with special education staff, support is provided for accommodation and or modification to the student's curriculum, research-based interventions, and positive behaviors support are put in the student's educational plan. 504 plans are upheld at school sites ensuring that students receive accommodations and educational services needed to be academically successful. Universal, targeted, intensive support is available to all students. These supports include: Academic Support Assistants (ASA), ELDAs, Title III Program Specialist, Reading Intervention Specialists, Math Intervention Specialists, and Paraeducators, and Transition Specialists.	SIT

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MTSS and PBIS frameworks define the multi-tiered system for learning and social-emotional support. ACCESS utilizes annual and real-time testing data such as CAASPP and i-Ready to provide insight into the effectiveness of instructional strategies as well as identify areas of growth. Monthly attendance reports display the usefulness of truancy support and intervention success . Graduation Rate reports measure the ultimate goal and academic success of ACC students. Staff, Student & parent surveys provide meaningful data that drives the support and resources needed at home. Students accelerate academic progress and engage in meaningful ways through MTSS supported educational strategies. Classroom participation and attendance increases, and behavior is improved. Suspension rate data shows a reduction which is exemplified through the use of SIT teams, and alternative methods to suspension that provide restorative rather than punitive outcomes.	CAASPP i-Ready Graduation Rate Reports

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
ACC has built working relationships with community partners throughout the county. In order to increase the opportunities for all kids to be involved in both curricular and co-curricular activities while enrolled in our program Co-curricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. As previously mentioned, ACC provides a variety of co-curricular activities such as: Summer at the Center, Beats, Lyrics, Leaders, Art for Healing, Oasis Arts, Warming Hearts for the Holidays, Peace Literacy, Career Success Week, E-Sports, PureGame, and CTE.	Art for Healing

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.
E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
Conducted annually, electronic LCAP student surveys provide a voice for students to anonymously share their feedback on topics related to support services, school climate, and college/career preparedness. Information gathered from the surveys is used to inform updates to the OCDE LCAP and generate discussion among school staff on how best to meet the needs of the students they serve. Student Voice encourages lifelong learners through instruction and resources that are based on student choices, interests, and ambitions. ACC engages students in a variety of programs that support this outcome. Employees from the OCDE administrative offices and ACCESS are matched with ACCESS students for a ten-week virtual World of Work mentoring program where students are given the opportunity to set career goals, develop resumes and job readiness skills, and explore a variety of potential careers. Staff who act as mentors receive training on how to build appropriate mentor-student relationships, establish boundaries, and communicate effectively with students. The need for Student Wellness Centers is well documented. Mental Health has been a major concern not only in Orange County but across the country. Student Wellness Centers have become powerful investments for our students, educators and local communities. Student Wellness Centers are designed spaces on campus that provide a safe & supportive environment for students where they can take a break, practice self-care and return to learning.	World of Work Student Wellness Centers

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*****

Areas of Strength

1. Program wide commitment to the MTSS framework and practices.
2. The use of multiple modes of communication including: social media, Google Voice, School Messenger, Peachjar, home visits, phone calls, emails, and text messages.
3. Collaborations with community partners to support students and families with their academic and social emotional needs.
4. The introduction of social emotional tools such as art classes, wellness spaces, team building, sports activities, and workshops on coping skills to support our students' healthy development of wellness and mental health.

Areas of Growth

1. Hire additional School Counselors to ensure academic planning for students.
2. Expand CTE industry options to give students extra preparation for college and careers.
3. Hire additional Mental Health support staff to address social emotional needs.
4. Continue to develop social emotional tools.
5. Identify a universal screener for mental and social-emotional health.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Increase parent engagement to support student learning.
    - Suport student social-emotional needs that are impactive learning.
    - Improved student attendance and address barriers that impact attendance.
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - No additional needs were identified related to Category E.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
        - The schoolwide action plan is rich in supporting the culture and social-emotional needs of students. Actions include: MTSS implementation, hire additional school counselors, hire a mental health manager, create wellness opportunities, pilot mental health screener**,** offer parent workshops and Open Houses, and implement a parent portal to check grades and attendance to better support student growth.
    - **Identify important next steps within the schoolwide action plan/SPSA.**

■ The following actions are next steps in the schoolwide action plan: Implementation of the parent portal, hire school counselors, hire a mental health manager, and create wellness opportunities at school sites.

Chapter IV: Overall Summary from Analysis of Identified Major Student Learning Needs

The ACC Community School Programs are not long term placements for students. Most students enter the program with truancy, expulsion, drug use, gang affiliation, adjudication, teen pregnancy/teen parenting, homelessness, and/or foster youth placement. Additionally, our students typically are extremely credit deficient and our population can be transient. As a result of low academic achievement or not attending school consistently, their district of residence refers the student to ACC to re-engage him/her in school and learning.

Many, if not all, students enter with academic gaps in their learning, credit deficiency, and school failure. Attendance issues and lack of school engagement have contributed to these deficits. Re-engaging students in learning and encouraging students to take ownership of their learning is a challenge and takes time to develop the trust relationship with the student. In addition, most of our English Learners students have great gaps in their academic language development.

As we analyze student data it is through the lens that the students this year are not the same students as last year. One of the biggest challenges in looking at and analyzing student data is the data cannot be compared year to year due to the majority of the students not being the same annually. It does provide some indication of skill and academic deficits of students entering the program. Even this can be misleading if the student is not giving an effort on the assessment. The student often sees little incentive to the state assessments, and therefore lacks any motivation to perform his/her best.

The majority of students who enroll at ACC have challenging needs including problems with substance abuse and mental health issues which affect how they see themselves, interact with others, and plan their futures. While enrolled in ACC, students are given individualized academic instruction and social-emotional support through an MTSS model. The goal is to re-engage students in the learning process by addressing their academic needs as we support their SEL needs.

Critical Student Learning Needs:

1. **There is a critical need to improve student attendance/ capture rate.**
2. **There is a critical need to support all students' social -emotional needs.**
3. **There is a critical need to support all students in all academic areas specifically in the areas of math and writing as identified by our Needs Assessment.**
4. **There is a critical need to support and monitor English Learner students in all academic areas.**
5. **There is a critical need to assess students and use data to drive instruction.**
6. **There is a critical need to increase parent engagement and communication.**

1. **There is a critical need to Improve student attendance/capture rate**

   Links to data and resources:
   a. [Attendance](#)

    b. [Suspension, discipline referrals](#)

    c. [Rates for graduation](#)

    d. [Suspension](#)

    e. [ACCESS Parents Rights and Responsibilities](#)

    f. [Rates for Graduation](#)

Looking at the data regarding attendance, suspension, discipline referrals, and rates for graduation (links a, b, and c above), reveals insights into the school climate. The data shows that attendance has declined over the past three years due to several factors including families moving to other counties, families using alternatives schooling options such as homeschooling or online education since the pandemic, and older students entering our program with more credit deficiencies. Additionally, students who are being referred by their district enter our schools with a history of school attendance issues.

In order to improve student attendance and be proactive in keeping students in school, Outreach Teachers were hired to increase our attendance rate and reach out to families to assist them with getting their students back in school. Furthermore, we have hired a Director of District Partnerships and Operations. A primary function of his role is to meet regularly with districts and create and maintain partnerships to ensure that they are familiar with the services that ACC provides.

ACC has been intentional in implementing alternative practices to resolve discipline issues, address student needs, and prevent suspension (link d). We are using our MTSS model to support the whole student by using Restorative Circles, increasing parent engagement, providing more academic support with tutors, increasing the number of specialists in reading and math, and using Student Intervention Team (SIT) meetings as necessary. Site based collaboration and communication has increased as the program has been more proactive in documenting incidents in order to provide timely wrap-around services to support students' needs.

ACC recognizes and believes that everyone can learn. We offer multiple instructional learning environments to help students find their personal path in education and provide individualized, targeted, and differentiated instruction with standards-based curriculum and assessments.

We provide a variety of programs to support students:

- Classes with low student to teacher ratios
- Online learning
- Independent study/Contract Learning (CL)
- Credit recovery
- Collaborative Programs with the National Guard, Sunburst Challenge Academy

Upon analyzing our suspension data (link d), we have a higher suspension rate in our day schools due to longer on campus time and larger class sizes. In contrast, CL students have shorter appointment times with their teachers. Within the alternative education setting, we have educational placement options to best fit individual student needs.

The graduation rate (link c) has slightly declined from 84.4% to 82.5% as the students enter the program with fewer credits and are not on track to graduate. Due to the programmatic change of enrolling students into their grade placement by credits and not by age, our graduation rates have slightly declined. Due to our students' remaining in the program longer and being transitioned to

other programs, the number dropouts has decreased. Consequently, we believe this will increase our future graduation rates.

ACC shows strengths in supporting students in the classifications of foster youth, homelessness, EL and ethnically diverse students. This is due to our program's specialization in working with students in alternative education. We are successful at this because we provide appropriate structure along with tiered, integrated supports that support students who have been historically marginalized.

2. **There is a critical need to support all students' social - emotional needs**

ACC is committed to supporting the social-emotional wellbeing of all students. ACC is able to do this by implementing a data-driven, MTSS framework designed to identify students who require interventions to address academic and social-emotional learning needs.

To support the social-emotional needs of our students, we are increasing our social-emotional programming available including: Wellness Rooms, Art for Healing, PureGames, OASIS Arts, Restorative Practices, Wellness Specialists, and all staff training in MTSS and The Happiness Advantage.

In addition, we will continue to use the Heads Up Check Up - mental health screener across ACC and plan to increase the number of mental health clinicians that support our students.

3. **There is a critical need to support all students' academic needs, specifically in the areas of math and writing as identified by our Needs Assessment**
Links to data and resources:
      a. ACC SBAC Math/ELA 21-22

There is a need to increase proficiency on CAASPP for Mathematics and ELA. Current achievement data is 2% in Math and 17% in ELA, respectively (link a). Since the pandemic disrupted learning and testing, we will be using the 2021-22 school year as a baseline. We expect to see an increase in both test scores for a more accurate representation of our students' abilities. An increase in the use of data driven instruction and attendance will be needed to increase the proficiency in these areas as well.

Students not taking and completing the CAASPP tests have had a detrimental effect on our test scores. In the 2021-22 school year, we had 40-45% of students not take the Math or ELA tests (link a). This resulted in those students getting a LOSS (Lowest Obtainable Scale Score) on these sections. As we work to increase our student attendance, we expect to raise these scores as more students will be completing the test.

Traditionally, eleventh graders take Algebra 2/Trigonometry and are tested on this content for the math CAASPP assessment. However, one of our challenges in ACCESS is that most of our graduates only complete the CA graduation requirement of Algebra 1, sometimes during their senior year. Since CAASPP testing is conducted within students' 11th grade year, some of our students have not yet had exposure to Algebra or beyond. To address the need for increased support in the area of Mathematics, we will work with our Math Program Specialist to identify specific resources and tools to support students who score near or below standards. Additional

support includes but is not limited to: increasing usage of educational software programs to assist in learning strategies being implemented, increased 1:1 support through tutoring and paraeducator support in the classroom.

In analyzing the CAASPP, the data indicates that students performed far below the state average (link a). The percentage of 11th grade students scoring below standard for ELA is 55%. Reading - 44.97%, Writing - 63.09% Listening - 22.15%. The percentage of 11th grade students scoring below standard for Math is 90%. Concepts and Procedures - 85.29%, Problem Solving & Modeling & Data Analysis: - 45.59%, and Communicating and Reasoning - 44.85%.

The 2019-2020 and 2020-2021 school years were disrupted by the pandemic. As with many schools across the country, that year's attendance, grades, or testing data is not comparable to a "normal" year in the past, given the extreme disruptions to both teaching and learning. In the 2022-2023 school year, we anticipate returning to normalcy with increased funding to mitigate learning loss caused by the pandemic. We anticipate scores will increase and surpass previous levels.

4. **There is a critical need to support and monitor English Learners in all academic areas**

Data on the AMOs and the number of students classified as RFEP will be analyzed to see how the English Learners are performing. The proficiency rate on the AMOs for 2021- 2022 for students scoring at or above proficient for ELA and math, respectively, was 21% and 0%.

It is important to note that when a student enters our ACC program we look at student's credits to determine their academic grade level. It is not uncommon for a 17 year old student (current 12th grader by age) to be enrolled as a 9th grader in our program based on their high school credits. For this reason we look carefully at all of our students that are ready to be reclassified and analyze what is best for them in their academic journey. It is critical that the student not be reclassified too early if they continue to need the support as they recover their credits.

There were 50 students that were eligible to be screened to be classified as RFEP in 2021-2022. Out of the 50 students that were eligible we were able to reclassify 9. This is very typical of our reclassification yearly rate as most of our students are only with us for a short period of time. The majority of the students that were not able to be reclassified struggled with reading and writing.

By law, we are required to monitor our reclassified students to ensure that they continue to make the academic gains expected. We will continue to ensure that students receive additional support from our ELDA or tutors. Furthermore, our ELD Leads will continue to support and monitor our struggling English Learner students in all academic areas.

5. **There is a critical need to assess students and use data to drive instruction**

Creating and maintaining a data driven culture is paramount for the academic success of our students. Identifying a baseline of skills provides teachers and instructional support staff a starting point for instructional planning and progress monitoring. Given the nature of our programs ie. limited time with students, students enrolled daily or transferred from community to institutions, a flexible and readily available assessment tool is needed.

Smarter Balanced Assessments offer a snapshot and when appropriate we use it as a comparative tool to i-Ready and TABE data. SBAC represents 11th grade only. In a traditional comprehensive

setting the 11th graders are 66% of the way through the school year. In our programs, we accelerate throughout the school year, thus students may not have the equivalent of 66% of instructional time when taking the SBAC. Additionally, CAASPP data is used for accountability as required by the states and federal department of education. Including DA and CSI eligibility. When combined all of these assessments provide equity in inclusion of all student groups.

What is truly prescriptive for our students, are the pre and post assessments offered with i-Ready and TABE. In addition to pre and post the intervention supports both online and in print for teachers and instructional support staff are invaluable for ongoing progress monitoring.

i-READY

ACCESS uses i-Ready online diagnostic assessments for ELA and math to assess student abilities in these areas. i-Ready is an adaptive test used to identify students' strengths and weaknesses and to tailor instruction based on the diagnostic report. The results of this assessment are immediately available to show you what your students understand and what they don't understand, both for on-grade level skills and off-grade. The diagnostic test results help to ensure accurate student placement, diagnose instructional needs and to measure student gains across reporting periods. Furthermore, i-Ready assessment results are used as part of the reclassification criteria set forth in California EC Section 313 and 5 CCR Section 11303. Specifically it is used to meet criterion 4: Basic Skills Relative to English Proficient Student as stated by the reclassification process whereby a student is reclassified from EL status to RFEPstatus.

i-Ready includes downloadable math and ELA lessons and online instruction tailored to students' needs. Resources are correlated to both CA Standards and Common Core State Standards.

- For the 20-21 school year, 492 out of 1,245 ACC students (excluding Sunburst) have completed the reading diagnostic.
- For the 20-21 school year, 454 out of 1,245 ACC students (excluding Sunburst) have completed the math diagnostic.
- For the 20-21 school year, 223 out of 842 CL students (excluding Sunburst) have completed the reading diagnostic.
- For the 20-21 school year, 194 out of 842 CL students (excluding Sunburst) have completed the math diagnostic.
- For the 20-21 school year, 232 out of 365 DS students (excluding Sunburst) have completed the reading diagnostic.
- For the 20-21 school year, 222 out of 365 DS students (excluding Sunburst) have completed the math diagnostic.

Sunburst Youth Academy students are assessed using the Test of Adult Basic Education (TABE) test. The test is administered at the start of the program and a second time at the end of the cycle.

TABE Results

- Participation in the TABE is 100% of all students served.
- In reading we see an average of 3-4 years of growth in the 5 ½ month period.
- In math we see an average of 3-4 years of growth in the 5 ½ month period.
6. **There is a critical need to increase parent engagement and communication:**

Parent engagement is central to the core values and foundations of ACC. ACC engages parents through a system of communication and empowers them as vital members of their child's academic team. We implement different forms to involve parents in meetings,

events and provide input. Communication with parents is done via email, School Messenger, one:one parent phone calls, text messaging, and by email. Our FCLs work side by side with our school sites to provide timely and linguistically appropriate feedback to parents. The administration, counseling department, and teachers send regular messages, which are delivered in the home language of the recipient via email, app, or text. Office Staff also make regular phone calls home to communicate with families. The School Site Council, DELAC and ELAC help support our parent engagement efforts. Evening DELAC meets monthly July - June to accommodate parent's working schedules. ELACs and School Site Council meetings are conducted with a minimum of two meetings per year. They review the school site plans and discuss the needs of the school as well as parent input. These events provide the opportunity to parents to visit with teachers and see the work students are producing in their classes. Parents login to the Aeries parent portal regularly to check their students attendance and grades. The Aeries Parent/Student Portal provides parents and students with a secure and convenient way to access student information such as attendance, grades, assignments, test scores, and assessment standards over the Internet.

During our parent meetings, we have received feedback about hosting a parent conference that is led with OCDE/ACC staff. Parents have requested the conference be held on weekends so it does not interfere with their work schedules. The first conference to be held will consist of multiple break out session choices; CTE, Sunburst enrollment information, drug prevention information, and The Coalition for Humane Immigrant Rights (CHIRLA).

ACC has added the parent portal in 2022 alongside Peachjar as a way of improving parent communication.

While ACC has done a great job at creating support systems that help parents in the academic success of their students, we also recognize the need for added growth in parent engagement and support.

In conclusion:

1. There is a critical need to improve student attendance/capture rate.
2. There is a critical need to support all students' social-emotional needs.
3. There is a critical need to support all students in all academic areas specifically in the areas of math and writing as identified by our Needs Assessment.
4. There is a critical need to support and monitor English Learner students in all academic areas.
5. There is a critical need to assess students and use data to drive instruction.
6. There is a critical need to increase parent engagement and communication.

Chapter V: Schoolwide Action Plan

A.   Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

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B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

- Based on the student population that ACC schools serve and the significant gaps in their learning as well as their transitory nature, this report has identified the critical needs to close achievement gaps. It is important that the actions and strategies identified in the schoolwide plan be the focus and drivers for staff, students, and parents.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

- Upon completion of the WASC Self-Study, ACC's leadership team will continue to work collaboratively with staff and educational partners to implement the WASC Action Plan and develop identified matrices to support students.
- The WASC Action Plan's goals and actions will be incorporated into ACCESS's annual LCAP.
- ACC leadership team will continue to meet and work with each Area staff to address goals identified in the action plan.
- Implementation will be monitored throughout LCAP, SSC, and other meetings throughout the year.
- The schoolwide action plan will be reviewed annually and updated as needed.

Schoolwide Action Plan

1. Goal /Targeted Area: ACC will implement programs and services designed to inform and involve family and community partners and provide equitable opportunities for students to learn in a culturally responsive, physically, emotionally healthy, and safe environment.

Rationale: Studies have shown that when the family is involved in their child's education, the likelihood for overall student academic and personal achievement is greater. Additionally, with the increased involvement and engagement of all educational partners, the opportunity for access to more resources to support the needs of students and families is multiplied.

Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
Continue to conduct Parent Advisory meetings, including ELAC and DELAC meetings	Improved student outcomes and increased family engagement CCSPP Pillar - Active Family and Community Engagement	Updates in LCAP and California Dashboard	Principals, Family Engagement Manager, Family Community Liaisons, English Learner Program Specialists, Coordinator of Educational Programs & Services, Program Specialists (Truancy and Behavior Intervention)	Ongoing	LCAP Title I Title III SPSA CCSPP Planning Grant LCSSP Grant (3 year) Build A SEL Team Grant (2 year)	Number of meetings held and number of family attendees.

Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
					CA MTSS Pathway	
Continue to offer parent workshops and conferences and Open House events	Improved student outcomes and increased family engagement CCSPP Pillar - Active Family and Community Engagement	Updates in LCAP	Principals, Family Community Liaisons, Teachers, Title I Program Specialist, Title III Program Specialist	Ongoing	LCAP Title I Title III ESSER III ELOP CCSPP Planning Grant	Dates and attendance data at family workshops, conferences, and open houses overall and by workshop topic.
Implement the use of the Aeries Parent Portal	Academic Achievement and Self- Advocacy	Reports from Attendance and Records Center (ARC)	Principals, Teachers, Site Administrators, School Counselors, Student Records Technicians, Family Community Liaisons, and Attendance and Records Center	Rollout in October 2022, ongoing	ACCESS staff and families trained in the use of Parent Portal LCAP	Usage rate of Parent Portal Number of Parent Portal training/communications offered.

Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
Expand extra-curricular opportunities for students.	Academic Achievement; Increased student engagement; College, Career, and Life Readiness	LCAP Grant progress monitoring systems	ACCESS Community Leadership. Staff, and Grant teams	2021-2025	LCAP ELOP	Expanding existing site access to to programs ie. Art4Healing, PureGames, Oasis Art, World of Work, CTE, etc.
Sustain existing CTE programming, and expand and broaden CTE offerings, courses, labs, and 3 new pathways ensuring equitable access for all students.	Academic Achievement, Student Engagement; College, Career, and Life readiness	CTE Courses and Pathways planning LCAP update CTEIG Weekly PLCs Classroom observations Achievement and course completion data	Director of Educational Programs and Services, CTE teachers, CTE Coordinator, OC Pathways	Ongoing	CTE Incentive Grant, LCAP Conduct Needs Assessment to support continuous improvement	CTE course codes created/reported to CALPADS. Student completion rates for CTE courses, industry certifications and pathways; attendance records; number of school sites offerings in CTE.

Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
Hire three additional school counselors to support students in ACC for academic support and guidance.	Academic Achievement; Readiness for College, Career, and Life Creates a safe and supportive school climate	Human Resources Data	Human Resources, Division of Administrative Services; Associate Superintendent of Division of Alternative Education	January 2023	LCFF/ LCAP	Student to counselor ratio: 250:1
Hire Mental Health Manager to oversee school-based mental health eams	Academic Achievement; Readiness for College, Career, and Life Creates a safe and supportive school climate	Human Resources Data	Human Resources, Division of Administrative Services; Associate Superintendent of Division of Alternative Education	February 2023	LCFF/ LCAP	Supervision and cohesiveness of our school mental health teams. Consistency in trainings, procedures, and protocols.

2. Goal/Targeted Area: Increase student competencies that prepare them for success in college, career, and life and provide the transitional support needed to be prepared for the next step in their educational journey. Expand instructional and behavioral interventions for students that support their needs at all levels within the MTSS framework.

Rationale: Students entering the program struggle academically and many require credit recovery. The data indicates that students require support with core content areas, specifically, math, reading, and writing. All student groups, including students with 504 plans/IEPs would benefit from targeted academic interventions.

Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
ELD adoption	Academic Achievement, College, Career, and Life ready	Curriculum committee updates	Director of Education Programs and Services, Manager of English Learner Services	Ongoing	Title III, LCAP	Implementation of new curriculum
Continue to provide individualized tutoring	Academic Achievement	Student sign in sheets and tutoring schedule	Supervisors from: Title I Title III	Ongoing based on academic needs	LCFF LCAP Title I Title III	Number of students tutored, grade improvement, credits earned, increased test scores.
Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes

Hire additional ELDAs to support the language proficiency of students	Academic Achievement, College, Career, and Life ready	ELDA staffing at sites	EL Manager and Program Specialist, Human Resources	Ongoing based on program needs	Title III LCAP	Achievement data of EL students on AMOs and the number of students reclassified, the number of ELDAs hired.
Every two months write/review designated ELD curriculum targeting the language needs of Long-Term ELs and provide training to staff on this curriculum.	Academic Achievement, College, Career, and Life ready	Release and training of the ELD curriculum	EL Manager and Program Specialist, Human Resources	Ongoing Input and suggested revisions from staff are obtained monthly	Title III LCAP	Achievement data of EL students on Aeries, reclassification data, ELPAC data, percentage of teachers using ELD curriculum, and number of students who have earned credits in a designated ELD course (AMO)s.
Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes

Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
Teachers engage in structured collaboration and peer observation to discuss student progress and implementation of curricular initiatives.	Academic Achievement, College, Career, and Life ready	Teacher release time and structured collaboration agendas	Principals Teachers	Ongoing	Staff time	Number of peer observations, site administrator observation data, and number of collaborative meetings.
Continue the usage of the adopted curriculum in ELA, Math, Science, History, ELD, and CTE/Electives	Academic Achievement, College, Career, and Life ready	Principal updates at Leadership meeting PLCs	Principals Teachers Specialist Director of Educational Programs and Services ELD Leads CTE Coordinator Program Specialist - Math	Ongoing	LCFF LCAP CTEIG Title III	Improved scores on State Assessments Increased professional development for teachers in the area of curriculum Assessing data on LMS platforms Enrollment in online classes Attendance data

Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
Expand Savvas Math to include project tasks and real- world applications to support student understanding of all math concepts. The data revealed the need to hire a math program specialist to help support the delivery of math across all grade levels.	Academic Achievement, College, Career, and Life ready	Updates and completed work at the monthly All ACCESS Math meetings	Math Program Specialist Director of Educational Programs and Services	Ongoing	LCAP	CAASPP results, student work samples.
In order to respond to the truancy crisis a team of program specialists were hired to increase our efforts to reach students who are not attending school on a regular basis.	Academic Achievement, College, Career, and Life Ready; Social Development and Self-Advocacy	Reports completed by the Truancy Recovery Technician	ACCESS Directors Attendance and Records Department Principals Family Community Liaisons (FCL)s Program Specialists	Ongoing	LCFF LCAP	Monthly ADA data.

Implement MTSS as our Intervention Plan to address the academic, behavioral, social, and emotional needs of students to assist them to be academically successful, college, career, and life ready.	Academic Achievement, College, Career, and Life Ready; Social Development and Self-Advocacy	MTSS Certification dashboard	School team and educational partners

Principals

Directors

MTSS Coaches | Ongoing

MTSS Certification timeline = 2024 | LCAP

Staff time

MTSS Course Professional development | Rate of student suspension and number of behavior reports.

Staff completion data for MTSS course

Meet or exceed the attendance target as listed in the LCAP.

Meet or exceed ELA and Math SBAC scores |

3. Goal /Targeted Area: Increase support for student social, emotional, and health needs by creating a network of resources.

Rationale: Being able to recognize and support student social, emotional, and health needs is a critical component to academic achievement as conditions left unaddressed can be a barrier to skill development. Providing resources to students will improve their mental health, increase student outcomes, and help them to overcome Adverse Childhood Experiences (ACEs) .

Actions	Linkage to School Wide Outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
Expand Wellspaces	Supporting SEL needs. Academic achievement	Survey data Log of Wellspace use	Principal Academic Counselor Site staff OCDE Wellness team	Ongoing depending on the needs of the sites	OCDE Wellness Grant, Wellness space presentations, Trauma-informed practices training	Number of wellspaces implemented Wellness online check-in/check-out student self-report survey
Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes

| Continue Restorative Practices | Supporting SEL needs. Academic achievement

Building communication skills, learning from mistakes and increasing school attendance | Survey will reveal the sites, classrooms, and staff that are implementing Restorative Circles | Principal, Counselor, Teacher, and Site Staff

Wellness Specialists

Restorative Practices Committee and Trainer of Trainers | Ongoing depending on the needs of the sites | Manager of Safe and Healthy Schools Program | Decrease in disciplinary incidents

Increase in attendance rate based in classrooms that are implementing Restorative Circle |
|---|---|---|---|---|---|---|
| Completion of MTSS Certification

Continued implementation of the MTSS Framework | Gain a clear knowledge of the various supports that we provide for students at the different levels in our MTSS framework. To identify gaps and supports that are needed. | 95% MTSS Certification completion | Administration Team, School Support Staff, Teachers, and Leadership Team | 2022 - 2024 | OCDE staff and department teams | Completion of the MTSS Certification

Full implementation of the MTSS components at each site |
| Actions | Linkage to School Wide outcomes | Monitoring and Report Progress | Person(s) Responsible | Timeline | Resources including Professional | Measurable Outcomes |

					Development	
Expand and continue extra-curricular and co-curricular activities (Art 4 Healing, Paxton-Patterson CTE labs, Welcome to the World of Work (WWW) Mentorship/Internship program CyberFoward program)	Increasing college and career readiness opportunities for students	PLCs Attendance data Staff area meetings Leadership meetings Family meetings	Director Educational Programming CTE Coordinator Principals Academic Counselors Teachers	Ongoing	LCFF CTEIG	Number of extra-curricular programs developed Student enrollment in programs Student attendance for students enrolled in the program
Continue Orange Frog- Happiness Advantage	Supporting SEL needs. Academic achievement Positive culture and staff retention	Student and staff Survey data on school culture and climate	Principals Orange Frog Leadership Team	July 2021-Ongoing	All ACCESS Professional Development Orange Frog Trainer of Trainers Leadership Team Donations	Staff Retention Increase in Attendance Number of Orange Frog events and participation rate

Actions	Linkage to School Wide outcomes	Monitoring and Report Progress	Person(s) Responsible	Timeline	Resources including Professional Development	Measurable Outcomes
Continue to pilot Heads Up Check Up Mental Health Screener	Supporting SEL needs. Academic achievement Positive culture and staff retention	Supporting SEL needs. Academic achievement	Principals Program Specialists Teachers Counselors School Support Staff	Ongoing	LCAP	Data/reports from student participation.

Appendices:

    A.   **Local Control and Accountability Plan (LCAP)**

    B.   **Results of student questionnaire/interviews**

    C.   **Results of parent/community questionnaire/interviews**

    D.   **California Healthy Kids Survey**, **ACCESS California Healthy Kids Survey**

    E.   **Master schedule**

    F.   **Approved AP course list- AP courses are not offered**

    G.   **UC a–g approved course list**

    H.   **Additional details of school programs**

    I.   **California School Dashboard performance indicators- 2019; 2022**

    J.   **School Accountability Report Card (SARC)**

    K.   **CBEDS school information form**

    L.   **Graduation requirements**

    M. **Any pertinent additional data (or have on exhibit during the visit)-N/A**

    N. **Budgetary information, including school budget**

    O. **Glossary of terms unique to the school**

    P. **School Plan for Student Achievement**

    Q. **Community Partnership Events**