

**ACCESS Juvenile Hall (AJH)
Area 4 Schools
Self-Study Report**

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Orange County Department of Education (OCDE)
Division of Alternative Education
Alternative Community, Correction Education Schools and Services
(ACCESS)

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TABLE OF CONTENTS

| | |
|--|-------|
| Preface..... | 3-6 |
| Chapter I: Progress Report..... | 7-13 |
| Chapter II: Student/Community Profile and Supporting Data and Findings..... | 14-29 |
| Chapter III: Self-Study Findings..... | |
| A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources..... | 30-60 |
| B: Curriculum..... | 60-69 |
| C: Learning and Teaching..... | 70-79 |
| D: Assessment and Accountability..... | 79-86 |
| E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth..... | 86-95 |
| Chapter IV: Summary from Analysis of Identified Major Student Learning Needs | 96-97 |
| Chapter V: Schoolwide Action Plan/SPSA..... | 98 |
| Appendices..... | 99 |

Preface

In 2016, ACCESS Juvenile Hall (AJH)/Area 4 schools (formerly AU110/100 schools) hosted its six-year WASC visit. The schools received a full accreditation with a mid-term visit which occurred in 2019. 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. 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 include the LCFF priorities- Engagement, Student Outcomes, and Conditions of Learning. Area 4 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.

The student learner outcomes listed below are what drive the curriculum and student learning. Technology is a key piece to that learning. Technology is used to improve academic skills, especially in the core content areas of language arts and mathematics. Improving academic skills is essential as is addressing the needs of the whole child. Our students struggle in the area of social development with conflict resolution becoming a targeted focus. It is important that our students have a plan for continued education, a career, and what lies ahead. With many of the students enrolled with us for six months or less, it is difficult to see significant improvements in these areas. The hope is if teachers and staff plant worthwhile seeds of learning that later there will be [growth](#).

Expected Schoolwide Learning Results
ACCESS Student Outcomes
Every Student is a STAR!

Social Development and Self-Advocacy—Our students shall:

- Show Respect, solve problems, and make good choices
- Resolve conflict through effective communication
- Demonstrate honesty, integrity, and responsibility
- Become empowered in their education and life
- Recognize and avoid high risk situations and lifestyles

Technology—Our students shall:

- Improve academic skills through the use of technology
- Access and utilize information
- Communicate and evaluate information in a global society
- Use technology to produce creative work

Academic Achievement—Our students shall:

- Improve learning in the core content areas of English, mathematics, science, and social science
- Increase their reading, writing, listening and speaking skills
- Interpret, evaluate, and synthesize information
- Develop study and time management skills

Readiness for college, career and life—Our students shall:

- Become productive and contributing members of society
- Complete the requirements to transition back to district or graduate
- Create a transition plan beyond high school
- Find and utilize resources available in their community

Due to the pandemic, Area 4 received a one-year extension for the self-study WASC visit from May 2022 to May 2023. At the beginning of the 2021-22 school year, Area 4 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. A [timeline of collaborative events](#) was needed since the mid-term report, to gain feedback from students, parents and educational partners to support high-quality student achievement at all six school sites through annual surveys, meetings and school events. The involvement of all staff and

faculty into both home and [focus groups](#) were established and adjusted later amid staffing changes. Area 4 Program Administrator–Kirk Anderson, Program Specialist–Ruth Ramirez, and WASC Coordinator–Shanti Schiller served as the coordinators and attended three WASC training meetings. Given the small size of the school and number of teachers and staff, all Area 4 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. In the past three years, needs assessments were conducted with all staff and faculty annually to monitor the progress and learning needs of all students. California Dashboard indicators were discussed at the last needs assessment in December 2022 due to the suspension of the dashboard in 2020 and 2021 not being available. Areas of growth identified for Area 4 students are in the areas of graduation rate, English learner progress, as well as meeting standards for English language arts and mathematics. These meetings included discussion of student work samples, local assessment information, and English Language Development (ELD) support team training.

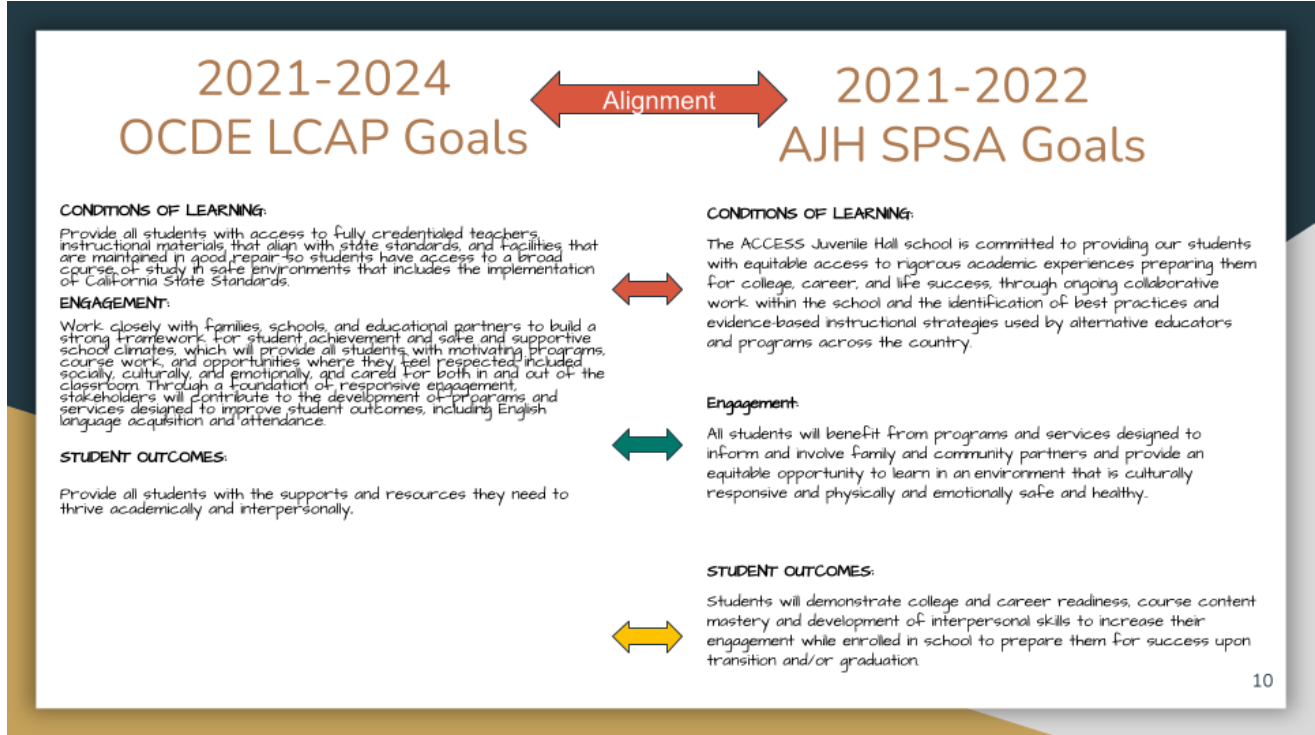
The Area 4 [focus/home groups met](#) over the past two-years, since the Mid-term report to analyze findings from the Self-Study. The team also prioritized growth areas and provided input for actions in the WASC Action Plan in addressing the identified major student learner needs. The Area 4 WASC writing team, composed of focus/home group leads, Program Administrator, Program Specialist, 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 Area 4’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. Area 4 staff members are dedicated to the accreditation process to support student learning.

While the Area 4 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 involved partners offered a comprehensive examination of strengths and growth areas of the program. The self-study accomplished the objective of looking at the entire Area 4 program and evaluating the impact on student achievement. The curriculum, instruction, additional support 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.

The alignment of our LCAP and SPSA goals are indicated in the table below.



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.

Area 4 has experienced many significant changes and developments, which has had a major impact on our schools since the 2016 WASC visit and the 2019 Mid Cycle visit, respectively:

Organizational Changes

- In 2016, the court school regions were identified as Administrative Units (AU) but are now called Areas. AU 110/100 is now Area 4.

Enrollment Changes:

- Our LEA annual enrollment numbers have declined since the initial visit. In the 2015-16 school year, Area 4 had 405 students enrolled. In the 2021-22 school year, the enrollment has declined to 192 ([Enrollment Data](#)). As a result, teachers and paraeducators taking the SERP annuity in Area 4 were not backfilled, thus our staff has been reduced since our last self-study.
- This decline is due to districts developing programs to hold on to students as a result of the LCFF funding formula, other factors that contributed to the decline in numbers are families moving out of state and/or Orange County.
- Class size reduction to 10 students per class during Covid onset up through 2023.
- Beginning in 2019, Area 4 high school students are enrolled based on credits rather than by grade level reflected on his/her referrals.
- Legislation policy and reforms reducing juvenile populations in correctional facilities.
 - AB 901—removes the authority of the court to adjudicate a minor as a ward of the court for habitually refusing to obey orders of school authorities, thereby, increasing the referral of youth to community-based resources for services.
 - SB 823—realigns all youth committed to the California Department of Juvenile Justice (DJJ) back to the counties and calls for the closure of DJJ by June 30, 2023.
 - SB 92—Allow counties to establish secure youth treatment facilities for wards who are 14 years of age or older who have been adjudicated and found to be a ward of the court based on an offense that would have resulted in a commitment to the Division of Juvenile Justice.
 - Proposition 47—reduced some theft and drug felonies to misdemeanors to reduce incarceration rates and save the state money.
 - Proposition 57—made it more difficult for prosecutors to treat juvenile offenders as adults. Increasing the number of people who would receive rehabilitative services.

Staff Changes:

- July 2018—a total of 99 certificated and classified staff took the SERP annuity in ACCESS
- July 2018—Elimination of Assistant Principal position
- July 2019—the ACCESS Division downsized administrative staff due to decreased enrollment LEA-wide.
- July 2022—a total of 58 certificated and classified staff took the SERP annuity in ACCESS
- Fall 2022--Teachers on Special Assignment (TOSAs) returned to the classroom
- The following positions were added or increased:
 - New Director of District Partnerships
 - Restorative Justice and Wellness Specialist
 - Increase in the number of School Counselors, mental health providers, and nurses
 - Addition of Title I tutors
 - Increase in number of Family Community Liaisons (FCLs)
 - 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 serve the Areas to support with student attendance
 - Three Program Specialists Behavior & Truancy Interventionist
 - Program Specialist Math Intervention
 - Program Specialist Reading Intervention

Curriculum and Staff Training

- Adoption of new math curriculum, NGSS aligned science curriculum, and online curriculum
 - [Click here for Curriculum at a Glance](#)
- Developed and implemented CTE programing
 - [CTE labs](#) – At Rio Contiguo. Students at YGC have the opportunity to participate in a formalized career exploration program through Paxton Patterson college and career labs and industry certification courses. The CTE lab provides students with hands-on learning opportunities to explore their interests in high-demand career fields and develop college and career readiness skills. All CTE courses offered are assigned to CTE credentialed teachers.
 - CTE courses at JH – CTE Foundations of Construction
 - Industry Certifications
- Staff training on the use of digital platform for teaching, learning, and assessment

- Zoom
- Google Apps for Education (GAPE)
- 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
- ACE Novels
- Aeries Parent Portal
- Safety, Wellness, and behavioral trainings/committees
 - ACCESS All Staff Meetings
 - 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
 - [School Climate Conference](#)
 - [ED Wellness conference](#)
 - ALL ACCESS Safe Schools Conferences attendance in 2018, 2019, 2020, 2021, and 2022, in conjunction with The Orange County Department of Education and The Orange County Sheriff's Department. The Safe School Conference provides an opportunity for educators to learn the latest trends, research and strategies that are impacting k12 schools—most specifically related to our student population. An example of the workshops include—bullying and cyberbully prevention, dropout prevention, drug trends, gang prevention, mental health, Online safety, grants and available resources, PBIS - LCAP Impact on Safe Schools, Safe School Data Gathering, Threat Assessment.
 - International Institute for Restorative Practices (IIRP) training for all employees

- The Orange County Department of Education facilitates training and certifications for CTE credentialing of ACCESS teachers

Increased Support for Equitable Access to Learning

- Every classroom 1:1 student laptops with connectivity to the Clever Platform
- Promethean Boards in classrooms
- Distance learning options and related professional development for staff
- Adoption of Clever LMS to provide equitable access to online curriculum 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)
- Emergent Bilingual trainings
- English Learner trainings
- Physical activity equipment purchased and delivered to each probation living unit to ensure students remained physically active during the quarantine period

Since the last WASC self-study and alignment with the district [schoolwide learner outcomes](#), adjustments have been made during the last three-years to facilitate compelling progress towards our technology action plan goal and are continuing to acclimate to the ever changing needs of our population. The district goal of preparing students for readiness for college, career and life involved focus on the technology goal in the action plan—with the initial installation of Wireless Access Points (WAPs) of 1 gigabyte into the living units at Juvenile Hall and YLA. All classrooms have Promethean Boards to allow all students access to synchronous learning during quarantine periods. The updates in technology enable teachers to zoom daily, serving all students in Area 4. The district delivered new Chromebooks and Dynabooks to Area 4 for all student access to the programs within the Clever platform via classroom wifi. This increased student access to online education resources like i-Ready, Discovery Education, Newsela, WorldBook Online, Edgenuity and Canvas. Students have access to reading paperback books and novels provided in addition to utilizing Learning Ally Audiobooks to support auditory learners. This also allows for online formative and summative assessments for students. All teachers and support staff were provided updated technology devices, software and internet access to support student instruction. Teachers are able to attend staff training, IEP's, PLC, WASC prep meetings remotely.

Area 4 schools are able to provide in class CTE courses (Construction/Framing) and (Exploring Career Technical Education) after school with CTE certified teachers. The students work hands-on with building materials and tools while using math skills to compute wood measurement in the construction of framing a home in the Construction/Framing classes. Students at YGC have the opportunity to participate in a formalized career exploration program

through Paxton Patterson college and career labs and industry certification courses. The CTE lab provides students with hands-on learning opportunities to explore their interests in high-demand career fields and develop college and career readiness skills. All CTE courses offered are assigned to CTE credentialed teachers who are trained by OCDE through a [CTE credentialing program](#). These skills are preparing court school students with technical training when released back into the community.

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

LCAP priorities were discussed 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 Area 4 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 Area 4's 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 the 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 AJH 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. Area 4 staff reviews the ACCESS Schoolwide Action Plan regularly as it relates to the three goals in the action plan. The action plan goals since the last WASC were achieved with measurable outcomes and are provided in depth in the links under the Schoolwide Critical Areas of Follow-Up column.

| SPSA Goals | Schoolwide Critical Areas of Follow-Up (click link for each goal to review Area 4 progress) |
|---|--|
| <p>Goal 1: Engagement</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners and provide an equitable opportunity to learn in an environment that is culturally responsive and a physically and emotionally safe and healthy environment</p> | <p><u><i>Increase and expand parent and stakeholder involvement in the school process</i></u></p> <p>These actions have provided greater communication and collaboration between the school and the home, which has successfully supported student academic and personal achievement.</p> |
| <p>Goal 2: Conditions of Learning</p> <p>Area 4 is committed to providing 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.</p> | <p><u><i>Increase student access and use of technology to promote 21st Century Skills.</i></u></p> <p>ACCESS 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 Transitions 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.</p> |
| <p>Goal 3: STUDENT OUTCOMES</p> <p>Students will demonstrate college and career readiness, course content mastery and development of interpersonal skills to increase their engagement while enrolled in school to prepare them for success upon transition and/or graduation.</p> | <p><u><i>Increase student competencies through improved schoolwide academic rigor and academic expectations.</i></u></p> <p>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.</p> |

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. This infrastructure was designed to address achievement of our schoolwide learner outcomes and action plan. 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 its role positively impacts student learning and achievement.

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. THE 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). ACCESS provides a continuum of services and programs in collaboration with local school districts year-round to approximately 3,500 students of the more than 475,000 students in Orange County, California.

ACCESS offers 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. The staff and team of the ACCESS program have extensive expertise, background, and knowledge in serving students who need alternative educational options to support their individual circumstances. ACCESS is known for effective practices that successfully engage at-risk 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 ACCESS through a structured referral system that connects students from county service agencies such as Social Services, Probation, as well as the 28 Orange County school districts we support.

ACCESS provides a variety of programs to support students:

- Classes with low student to teacher ratios
- Online learning
- Blended learning
- Independent study
- Home-based education
- Credit recovery
- Re-entry programs

ACCESS teachers are credentialed and receive ongoing professional development in research-based educational and instructional practices. Staff have high expectations, build strong connections, and are committed to individual student success.

In addition, the following services are available to all students and families as needed:

- [Special Education](#)
- [School Counselors](#)
- [Title I Supplemental Academic Support](#)

- [Title III English Language Development](#)
- [Foster Youth Services](#)
- [Homeless Youth Services](#)

ACCESS prepares students for global citizenship as identified in the [Schoolwide Learner Outcomes](#) (Every Student is a Star). Individual student goals are supported by highly-trained staff who specialize in facilitating successful transitions to multiple pathways, including return to district, high school diploma, and college and career readiness.

As a component of the ACCESS program, Area 4 comprises Otto A. Fischer School at Juvenile Hall (JH), Youth Leadership Academy (YLA) also located within Juvenile Hall, Rio Contiguo located at the Youth Guidance Center (YGC), The William Lyon School located within the Orangewood Children's Home, Central Youth Resource Center (CYRC), and North Youth Resource Center (NYRC). Area 4 sites include detention centers, day centers, and social service facilities that are county operated. Students are referred by probation or social services to the school sites. The State of California makes every effort to continue the education of each child with the long-term goal of reaffirming their abilities and renewing a sense of responsibility to the community. Area 4 school programs provide year-round education. Students attend school daily, Monday through Friday, for a minimum of 240 minutes in a classroom setting where teachers facilitate learning through small group instruction. Students educated through Juvenile Hall, YLA and Rio are incarcerated youth who are detained at a detention or treatment facility. The schools located in the following institutions operate under the Juvenile Justice and Delinquency Prevention Act of 1974: Orange County Juvenile Hall (Otto Fischer) and Youth Guidance Center (Rio Contiguo).

Otto A. Fischer School (OAF) is the largest of Area 4 schools and is located inside Orange County Juvenile Hall. [Youth Leadership Academy](#) (YLA) is housed in two separate living units at Orange County Juvenile Hall but acts as a camp unit. Rio Contiguo School (RIO) is located at a probation camp called [Youth Guidance Center](#) (YGC) in Santa Ana. The Youth Reporting Centers (YRC's) are a probation run day program that is nonresidential. The [William Lyon School](#) (LYON) is located inside the residential facility of the Orangewood Center for Children and Families.

Recent research was conducted to profile such students, enabling [ACCESS](#) programs to address all student learner needs. Based on the most recent research, we found that the average juvenile hall student is 15 years of age, in the tenth grade, and a minority male. Trends show an increase in female and middle school-age students with low basic academic skill levels. Students often display skills well below grade level in most subjects and generally are behind in credits required for high school graduation.

Area 4 students generally display behavioral problems that result in serious consequences such as trancies, expulsions, and incarceration. Involvement in gangs, substance abuse, and/or

criminal records often play a part in the lives of the youth in Area 4. Most students transfer into Area 4 with established IEPs. The Lyon school serves students who were taken from his/her parents or guardians for neglect or abuse and do not necessarily fall under the behavioral problems and serious consequences listed above. The hyperlinks below provide a brief description of the school facilities within Area 4.

1. [Juvenile Hall](#) (Maximum Security)
2. [Youth Guidance Center \(YGC\)](#) (Medium Security)
3. [Youth Leadership Academy \(YLA\)](#) (Maximum Security)
4. [Youth Resource Center](#) (Central and North) (Minimum Security)
5. [William Lyon School \(Oranewood\)](#)

2. DESCRIPTION OF THE SCHOOL PROGRAMS

Student Services

Title I

The Orange County Department of Education's Title I Program provides supplementary academic services for students in Area 4. Students receive in class and after school 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 Area 4 alternative education students.

Title III

The EL - Title III Services team at ACCESS 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 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 Assistants (ELDAs) to ensure English Learner students equitable access to English language acquisition. ELPAC results drive goals and staffing needed to support all students identified as English Learners, particularly our Long-Term English Learners (LTEL).

The main strategies that support English Learners in learning English and achieving academic success include integrated and designated English Language Development (ELD).

The Title III ELDAs work schedule was set up to support multiple school sites within ACCESS – [Title III Site Support Chart](#). Otto Fischer at Juvenile Hall and The Lyon school at Orangewood in Area 4 receive Title III services of Academic Support Assistants (ASA) and English Language Development Assistants (ELDAs).

School Programs Supporting Students in Area 4

Area 4's focus on Social Emotional Health has evolved into providing an array of wrap around services to combat student mental health, depression and suicide. The programs and services offered at each respective school site includes the assistance of school counselors, nurses, clinicians, school psychologists, family community liaisons, program specialists, senior transition specialists, the Juvenile Justice Commission, and the [Clinical Evaluation Guidance Unit \(CEGU\)](#). Probation and Social Services under the direction of the Orange County Health Care Agency provide programs to address suicide prevention.

OCDE/ACCESS Provided Services for Area 4 Students

- [Southland Sings](#)
- Chapman University – MOU with OCDE to provide credit classes towards a degree in Humane Services
- Project Grit (Dr. Rios) OCDE Title 1 funded event
- Guided Language Acquisition and Development Project GLAD (Teacher Gladiator Trained)
- Title 1 Senior Transition Specialists
- Juvenile Justice Commission (JJC) annual essay contest (Fourteen Awards for Students)
- Mock Trial (JH and Rio) (virtual since the pandemic)
- Field Trips to local Community Colleges
- Provides support and training for: HiSET, CLEP, CAASPP
- Support for the 130 Credit Evaluation/Graduation Option
- iCEV Online Curriculum (Teachers Certified)
- Wellness Coordinator – Restorative Circles
- Title 1 & III - The school provides support positions under ESSR funds. These funds support math tutors, safety staff, and mental health support.
- Title III Federal Funding–Four English Language Development Assistants (ELDAs) working in Area 4. JH, Rio and the Lyon school receive supplemental support in the classroom from Title III. ELDAs provide language development services to EL students in the classroom. ELDAs are assigned to work with EL students and provide extra support in the classroom. ELDAs typically work the duration of the school day, but the caseload varies based on the need of the school site.
- Migrant student support at JH and Rio
- STEM program –Lego Mindstorm used in the classroom
- Homer Hickam – Bottle Rockets

- Educational Related Mental Health Services – ERMHS Assessment (Educational Assessment Team and Parent/Educational Rights Holder)
- Bilingual Family Community Liaison began in September 2022 at Otto Fischer. Facilitated [SchoolCyber Security Training](#)
- [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
- Students participate in the Young American Outreach program
- [Warming Hearts for the Holidays](#) (*Warming Hearts*) program provides an opportunity for individuals, groups, or teams to sponsor deserving ACCESS students. 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 during the holiday season.
- Career Technical Education Classes (CTE) –ACCESS funds Career Technical Education Specialists to further develop Career Pathways, coordinate and implement additional career education courses and work with community colleges regarding course articulation. Teachers at each respective site have trained to teach the various CTE courses. Programs offered in Area 4 are construction, framing, introductory overview lab, auto shop and culinary arts.
- During the pandemic, through a program called Operation Study Hall, students worked with Juvenile Hall’s woodshop teacher and probation staff to [build wooden desks and chairs](#) for low-income families to use during remote learning. The project involved everything from ordering supplies to manufacturing, distribution and setting up the desks at the home of ACCESS students throughout Orange County.

Student Transition Education & Parent Participation (STEPP Center)

- College and career counseling upon request/referral
- Provides college and career resources upon graduation
- Support by Transitions Specialists to help students complete FAFSA and college applications
- Attend yearly FAFSA training and counselor breakfast at colleges to stay up to date on information and foster relationships
- Facilitate the bridge of college programs and youth access upon release from Area 4 schools
- College counseling
- Career Exploration/Assessment
- Referral to various career programs
- Coordinates presentations for resources/colleges in the student living units
- Case conferences occur monthly at Rio for individual students by educational/collaborative partners, probation officers and unit staff to bridge gaps with

credits, educational support, special education testing if needed, transitional services and housing, and entire wrap-around services.

- Attends case conferences to provide information for post secondary education
- The senior transitional specialists have provided the following services—support applying for a driver’s license, application for identification cards, applications to college, transportation (bus passes). Disseminating knowledge about particular community colleges offering free tuition to students residing in the same city and the waiving of the application fee for incarcerated students.
- Family Community Liaison Program (FCL)
- Bog waiver –waives the admission fees.

ACCESS Juvenile Hall was one of the top California high schools in the 2021-22 Race to Submit—a statewide campaign sponsored by the California Student Aid Commission (Commission). ACCESS Juvenile Hall is among 24 high schools with the highest financial aid application completion rates in the state of California. The Race to Submit campaign aims at increasing the number of high school seniors who complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). The Race to Submit Dashboard tracked 2020-21 FAFSA and CADAA submission and completion rates, as well as the number of Grant awards offered per school. The Commission has certified that 100% of ACCESS Juvenile Hall seniors have completed a FAFSA or CADAA. The final enrollment data have been cross-referenced by the California Department of Education’s certified enrollment data. As one of the top high schools in the State of California for its high attainment of the FAFSA and CADAA completion rates, Area 4 was recognized at a virtual award ceremony to recognize the high school’s accomplishments.

Probation Programs to support student achievement

- [Project Kinship](#)
- [Homeboy Industries](#) – tattoo removal
- Girls Inc
- Alcoholics Anonymous (AA)
- YOW (Youth Offender Wraparound)
- Religious Services (Catholic & Protestant)
- Taller San Jose (Orange County United Way)
- Santiago Canyon College-provides college classes to graduate students
- Project Rise
- Working Wardrobes
- Military Recruiter Presentations
- Waymakers – wrap around services
- College Courses offered after high school graduation while still incarcerated
- Multipurpose Rehabilitation Center building completion occurred in Sept 2022. The new building will function as an indoor recreation center, youth council events,

job/[college/career fair](#), collaborative events—graduation ceremony, school assemblies, teacher conferences, JJC awards ceremony, in addition to existing programs at the Juvenile Hall facility. [MRC](#)

- Student council at Rio and JH (student nominated and elected)
- NARCAN training—Significant rise in the use of Fentanyl affecting students, families and the community. The safety team is developing ideas to support students, faculty and staff.
- Puregame at Rio for twelve years, program just recently offered to Juvenile Hall youth <https://thepuregame.org/>
- Cell Dogs—rescues dogs from local shelters and enrolls them in basic obedience training programs. These classes take place in correctional facilities.

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 require intervention and additional support. The California Dashboard data is included in the annual needs assessment meetings and information was included in the development of the SPSA and the LCAP. This data analysis continued to inform and enhance the SPSA and LCAP development.

The last few years have been challenging due to reduction in administrative support—one principal supporting all six programs—fewer students being incarcerated, which has resulted in the loss of teacher positions and has caused Title I funding to be decreased. Area 4 found itself in Comprehensive Support and Improvement due to low state testing scores and low graduation rates. Any school with a graduation rate less than 68% averaged over two years will be eligible for Comprehensive Support and Improvement (CSI). AJH class of 2019 CDE Dashboard showed a 63.2% graduation rate, The class of 2020 CDE Dashboard showed a graduation rate of 67.5% although improved 4.3% over the two-year average, AJH only had a two-year average at 65.4% requiring it to stay in Comprehensive Support and Improvement. In 2022, again Area 4 is at a low graduation rate of 67.9%, according to the [California Department of Education website](#). In addition, the current Dashboard indicates the suspension rate is very low, and English Learner progress is low, with [75% making progress](#).

These scores and indicators on the Dashboard reflect the gaps in learning that Area 4 students possess upon entrance. The challenge is to better address these gaps in the short period of time students are enrolled. Accordingly, since the Mid-Cycle report, Area 4 staff convened in needs assessment meetings on [October 13, 2020](#), [August 13, 2021](#) and [December 1, 2022](#) to discuss the most recent available California Dashboard data.

Area 4's population is transient with a majority of the population enrolled for only 1-5 days. The average length of enrollment for all Area 4 programs is approximately 40 days. However, Area 4 has long-term students waiting trial for serious offenses or serving sentences and will ultimately graduate with a OCDE high school diploma. Area 4 is responsible for every student

who is enrolled despite their past school history or if they even attended school prior to incarceration. The California Dashboard, which provides parents and educators with meaningful information on school and district progress, is more suited for schools and districts who serve students during a traditional calendar school year—from September to June.

California legislators voted in [Assembly Bill 216](#) in 2014, requiring a school district to exempt a student in foster care from the traditional district 220 credit requirement for a high school diploma. Such youth are able to achieve a [130 credit option](#) instead. Included in the bill was a subheading that states students who are incarcerated fall under such requirements as well. This legislation has proven to be challenging as educators. Students are only required to take three courses in English, two courses in math, two courses in science, three courses in social science—World History, U.S. History, Civics/Economics combined, one course in visual or performing arts, and two courses in P.E. Achieving the [130 credit diplomas](#) has increased our graduate numbers over the years, but without a fourth year of English, a third year of Math, a third year of science, and approximately 65 credits of electives—students are not as prepared for college and career success after achieving a high school diploma in Area 4 schools.

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 as performance measures.

ELPAC data is reviewed at the school and teacher level to support the needs of our EL 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 English Language Development Assistants (ELDA) to ensure that each EL student is supported in their English language acquisition progress.

i-READY

All students are given a formative assessment in the i-Ready program upon entry into Area 4 schools to enable teachers to provide education support in the classroom based on individual student levels in math and reading. i-Ready is used as a formative and summative benchmark assessment for all students.

Area 4 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 a diagnostic report. The results of this assessment are immediately available to show what students understand and what they do not, 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. 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.

[2021-22 AJH Math i-Ready Diagnostic](#)

[2021-22 AJH ELA i-Ready Diagnostic](#)

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 2022-23 school year, showed key progress for school resources. Seventy-one 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 up 1% from the 2021-22 school year. The survey also revealed that only 60% of students reported that school staff had engaged in conversations with them about their future goals, plans, and interests, including college. The institutional schools are continuing to follow quarantine procedures and are not able to fully return to school activities instituted prior to the pandemic, yet the hope is this will not be the case within the upcoming school year and staff is able to facilitate interactions and activities regarding future career goals including college plans.

Data from the LCAP Parent Survey of all ACCESS schools, parent engagement in Area 4 rose in 2022/23 from the prior year. The overall results of the survey involving all parents within ACCESS indicated that 77% of parents indicated that "they felt their child is making academic progress". While 69% of the parents surveyed believe their children "are being prepared for college, career and/or life." Data also indicated that 70% of parents agreed or strongly agreed that "the school is meeting my child's social-emotional needs". Lastly, 76% of parents agreed that "their school is a safe place for my child." We believe this is a 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.

Since our last visit, ACCESS Assessment, Accountability, and Academic Interventions program coordinator has implemented a district wide K-12 education digital platform called Clever, to all teachers, staff and students. Clever provides secure access to digital learning resources like i-Ready, Canvas, World Book Online, Edgenuity and Newsela, in addition to providing the board approved curriculum like Discovery Education, Pearson Online and Collections—all available on one platform. This change was integral for students to access online learning resources during

the pandemic. Most recently, Title I has acquired access for Quizizz—is an online platform that will provide teachers an interactive option for creating customizable curriculum-based content for students.

[Click here for Curriculum at a Glance](#)

All teachers were trained to use the above curriculum and Online platforms. The district TOSA's provided individual and on-site training to all faculty and staff on an at need basis.

5. PROVIDE FINDINGS, NOTING TRENDS, IRREGULAR PATTERNS OR ANOMALIES FOR THE DATA, INCLUDING LONGITUDINAL AND DISAGGREGATED DATA

The declining trend in [AJH 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, Area 4 schools also experienced a significant drop in enrollment over the past seven years, with the exception of this past year with a slight increase. Area 4 population consisted of 405 students in 2015/16 and in 2021-22 the population has declined to 192 students.

Information from [DataQuest for 2021/22](#) indicates that **ALL** of Area 4 students are socioeconomically disadvantaged while 87% self-identifying as Hispanic or Latino, followed by the next group at 7%, identifying as white.

The 2019-2020 and 2020-2021 school years were disrupted by the pandemic. As with many schools across the country, we would not judge any of that year's attendance, grade, or testing data as being 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 back to normalcy with increased funding to mitigate learning loss caused by the pandemic. We anticipate scores to increase and even surpass previous levels. The state instituted AB 104 (COVID-19/Pandemic Waiver) [Exemptions](#) for students.

A. Implications of the data:

Students enter Area 4 schools with truancy, expulsion, drug use, gang affiliation, adjudication, teen pregnancy/teen parenting, homelessness, and/or foster youth placement. Students typically are extremely credit deficient and a majority are transient. Many, if not all students enter with academic gaps in their learning. Attendance issues and lack of school engagement have contributed to such deficits. Re-engaging students in learning and encouraging students to take ownership of their learning is a challenge. In addition, most of our EL students have great gaps in their academic language development.

As the team analyzes 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 as Area 4 students are a transient population. It does provide some indication of skill and academic deficits of students entering the program. Even

this can be misleading if the students are having a personal or internal crisis and are not able to fully focus on the given assessment during school testing. A student in crisis often sees little incentive to do well on state assessments, and therefore lacks any motivation to perform his/her best.

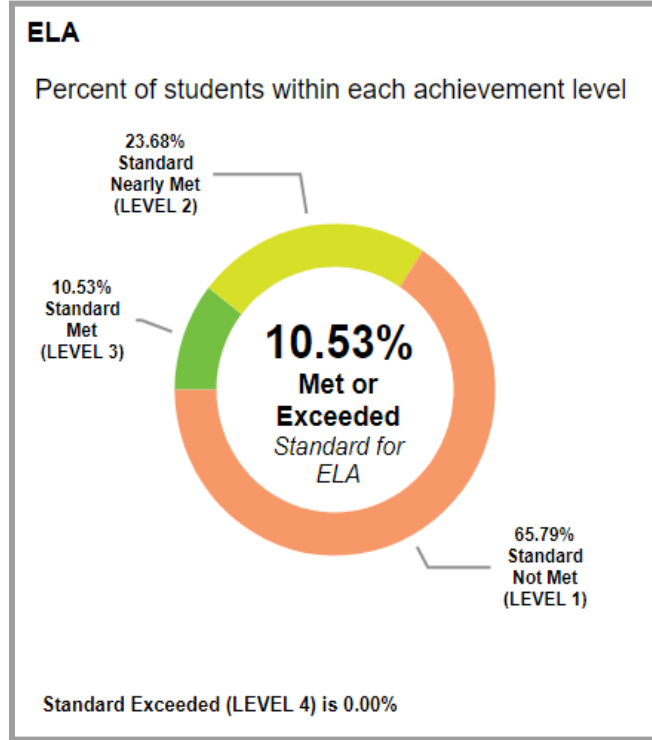
Many of our students who attend Area 4 schools have challenging needs—problems with substance abuse and mental health issues which affect how they see themselves, interact with others, and plan their futures. While enrolled, students are given individualized academic instruction and social-emotional support through an MTSS model. The goal is to re-engage students in the learning process by addressing their academic needs while also supporting their social emotional needs.

Area 4 provides a safe environment, with highly qualified staff, that supports the needs of all students. A strength of the program is our staff’s ability to provide flexible scheduling in small class sizes which foster both social-emotional and academic growth in our student population. Area 4 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 at the YRCs struggle with attendance. Data for our EL population indicates that we have 105 EL students in grades 9-12. Of these 105 students, 18 students scored at level 1 on the ELPAC, 22 students scored at level 2, 16 students scored at level 3 and 4 students scored at level 4. We have 44 students with unknown ELPAC scores. It is not uncommon for some of our students to enroll in our program without previous ELPAC scores given their inconsistency in school attendance. Through surveys and informal assessments, it has been discovered that Area 4 students are faced with unique challenges and barriers preventing them from being successful. It is important that teachers and staff continue to focus on reading and writing for Area 4 EL students. Providing designated and integrated ELD instruction to increase EL students' English language fluency.

B. Preliminary Major Student Learner Needs

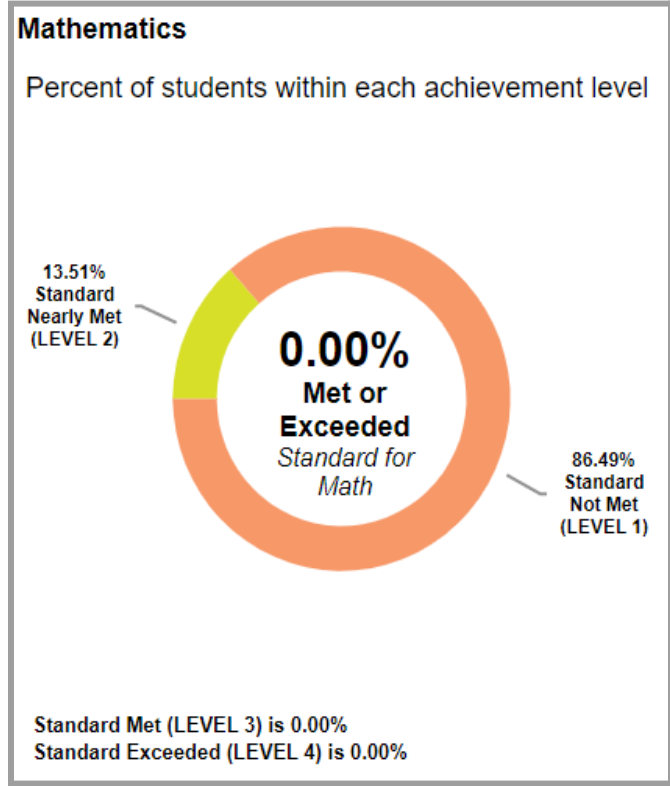
- 1. There is a critical need to support all students in all academic areas specifically in the areas of math, ELA, and writing as identified by our Needs Assessment**

2022 AJH SBAC Results: English-Language Arts



| SBAC: ELA Detailed Information | Above Standard | Near Standard | Below Standard |
|---|-----------------------|----------------------|-----------------------|
| Reading: How well do students understand stories & information that they read? | 10.81% | 45.95% | 43.24% |
| Writing: How well do students communicate in writing? | 0.00% | 24.32% | 75.68% |
| Listening: How well do students understand spoken information? | 2.70% | 70.27% | 27.03% |

2022 AJH SBAC Results: Math



| SBAC: Math Detailed Information (All AJH) | Above Standard | Near Standard | Below Standard |
|---|----------------|---------------|----------------|
| Concepts & Procedures: How well do students use mathematical rules and ideas? | 0.0% | 19.44% | 80.56% |
| Problem Solving, Modeling and Data Analysis: How well do students show & apply problem solving skills? | 0.00% | 47.22% | 52.78% |

| | | | |
|---|-------------|---------------------|---------------|
| <p>Communicating Reasoning: How well do students think logically and express their thoughts in order to solve a problem?</p> | <p>0.0%</p> | <p>56.76</p> | <p>43.24%</p> |
|---|-------------|---------------------|---------------|

In analyzing the CAASPP for ELA, the data indicates that students performed far below the state average. The percentage of 11th grade students scoring below standard for Reading was 43.24%, Writing was 75.68% and Listening was 27.03%.

In analyzing the CAASPP for Math, the data indicates that students performed far below the state average. The percentage of 11th grade students scoring below standard for Concepts and Procedures was 80.56%, Problem Solving and Modeling and Data Analysis was 52.78%, and Communicating and Reasoning was 43.24%.

The CAASPP ELA and math assessment is a summative test for the grade levels three through eight and grade eleven, data specific to students in eleventh grade was analyzed. Students enter the program behind in credits and with inconsistent school attendance. Traditional eleventh graders take Algebra 2/Trigonometry and are tested on this content for the math CAASPP assessment.

The majority of the eleventh graders in Area 4 have only taken an Algebra 1 course and a few have taken higher math courses. This is one contributing factor to the low math scores. This is a difficult problem to tackle as nearly all Area 4 students tested at near standard or below standard in math.

This indicates these results again reflect the level of students who enter our program and the gaps in learning they possess for a variety of reasons that have been mentioned in the report. These are the challenges faced in Area 4 schools, but do not reflect the quality of education provided to all students upon entry.

According to the Coordinator of ACCESS Assessment, Accountability and Academic Interventions, Area 4 has identified the following critical needs for students:

- In the area of ELA, the data shows that 17% of students tested performed at the met standard or exceeded the standard of ELA.
- In the area of mathematics, math concepts and procedures were identified as an area for growth. The data shows that 2% of the students tested performed at the met standard or exceeded standard for math.

- There is a need to continue to develop a multi-tiered system of supports to meet academic needs in both Language Arts and Mathematics. ACCESS will continue to develop and implement the MTSS plan as a collaborative structure to identify student needs and track student instructional interventions.
- There is a need for increased support in the area of writing development. Some strategies include increased tutoring, training from the District level to support writing curriculum, working with the reading specialist to identify specific resources and tools to support students identified with levels either near or below standard on the SBAC.
- There is a need for increased support in the area of Mathematics. Some strategies include working with the Math Program Specialist to identify specific resources and tools to support students who score near or below standards. Additionally, 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.
- There is a need for standards-aligned and personalized curriculum and multiple scaffolded learning experiences, to ensure that all students meet grade-level standards as they prepare for post-secondary life.

2. There is a critical need to support and monitor EL students in all academic areas

It is important to note that when a student enters the ACCESS program counselors 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 the program based on their high school credits. For this reason, counselors look carefully at all students who are ready to be reclassified and analyze what is best for them in their academic journey.

There were 50 students who were eligible to be screened and reclassified as Fluent English proficient in 2021-2022. Out of the 50 students who were eligible, nine were reclassified. This is very typical of the annual ACCESS reclassification rate as most students are only enrolled for a short period of time.

What does the data indicate about student academic needs? The data shows that a majority of students tested, performed at the near or below levels for ELA and math. The students are entering the program with greater academic needs. The work geared to tutoring, increasing student use of technology on assignments, having students participate in both synchronous and asynchronous online courses, and increasing student usage of educational software programs such as Google Apps for Education (GAFE) to assist in learning are strategies being implemented.

Overall these are Area 4 critical needs:

- There is a critical need to support all students social-emotional needs

- There is a critical need to support all students in all academic areas specifically in the areas of math, ELA and writing as identified by the Needs Assessment
- There is a critical need to support and monitor EL students in all academic areas

ACCESS will continue to evaluate the progress of all programs, including the needs of low-achieving ELs and those at risk of not meeting state academic content standards. ACCESS is committed to implementing MTSS—a framework designed to address the academic and social-emotional learning needs of all students—which in turn, supports academic achievement in the classroom. This framework is data-driven and identifies students who require interventions. To support the social-emotional needs of all students, the plan is to increase social-emotional programming available to students by Including wellness rooms (Lyon School), Art For healing, PureGames, and OASIS arts. In addition, ACCESS plans to increase the amount of mental health clinicians who support students.

C. Important questions to be discussed in the Focus Groups

- How do we better monitor and improve our student test scores?
- How do we further support and develop programs that meet the academic needs of our students?
- How do we continue to foster and support the social-emotional needs of our students?
- How do we effectively support students academically who are with us for a short time?

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.

A1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| <p>Indicators</p> <p>A.1 Vision–Mission–Schoolwide Learner Outcomes–Profile: <i>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 students.</i></p> <p>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 A educational program to ensure that all students are equipped with the skills and resources needed to thrive in the 21st Century.</p> <p>OCDE Vision: Orange County students will lead the nation in college and career readiness and success. We play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses and community organizations. We believe that leading the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students. As a county office we are required to provide mandatory services to the school districts within Orange County. We are mandated to provide fiscal oversight and oversight of the Local Control</p> | <ul style="list-style-type: none"> ● Monthly Staff Meetings ● Probation Meetings ● School Site Council Meetings ● ELAC/DELAC meetings ● OCDE Vision and Mission statement ● OCDE Values statement ● Multi-Tiered System of Support ● Schoolwide Learner Outcome ● CTE opportunities ● Orange County Board of Education meetings |

| | |
|--|---|
| <p>Accountability Plans to 27 school districts in Orange County. We partner with districts to provide financial system support legal services and credential services.</p> <p>OCDE is a leader in assisting our districts in meeting state standards and providing technical assistance for their Local Control Accountability Plan by offering professional development opportunities. We are also required to provide Differentiated Assistance to districts that have been identified to need these services under the statewide system of support. We have committed resources to provide support from early childhood to higher learning.</p> <p><u>OCDE Mission:</u></p> <p>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.</p> <p>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.</p> <p><u>OCDE Values:</u></p> <p>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.</p> <p>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 ACCESS.</p> <p>We are proud to collaborate with our local school districts as a continuum of services and interventions made possible through our alternate educational option for students. In ACCESS, our goal is to do the following:</p> <ul style="list-style-type: none"> ● Provide students with a caring, safe, and successful learning environment designed to develop lifelong skills, and instill a voice that leads to positive | <ul style="list-style-type: none"> ● ACCESS Student Handbook |
|--|---|

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.

Area 4 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.

Having a clear vision, mission, and student outcomes is clearly a strength of ACCESS and our school program.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:

There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes:

The vision of the OCDE and ACCESS is communicated through the [OCDE website](#), [School Accountability Report Cards](#) (SARC), LCAP 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 ACCESS program.

The Local Control Accountability Plan ([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 ACCESS's goals and action plans are collaboratively created and shared with educational partners throughout the year.

- OCDE Website
- School Accountability Report Card
- LCAP surveys
- SPSA
- School Site Council Meetings
- ELAC and DELAC meetings
- California Kids Survey

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.

ACCESS Area 4 conducts monthly staff and probation meetings and quarterly school site council, to engage stakeholders in the development and periodic refinement of our vision, mission, and schoolwide learner outcomes. In addition, ELAC and DELAC meetings are conducted to gain additional input. Area 4 has found that surveys from students, community partners, and parents are the best means to gain input along with our school site council. Input from parents is limited as a result of the transient population we serve . We continue to recognize that their involvement is an area of growth and need.

In evaluating the development and periodic refinement of the vision, mission, and schoolwide learner outcomes, Area 4 gains input during monthly staff meetings, annual ELAC and DELAC meetings, Monthly and Quarterly Probation meetings, and Juvenile

Justice meetings. In addition, students, parents, and community stakeholder’s surveys are conducted annually. These effective processes engage representation in the development and refinement of our schools’ vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District

LCAP: *Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.*

Area 4 keeps the community informed in a variety of ways to ensure community 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.

To help build relationships and strengthen the community bond, ACCESS holds various in-person and virtual school events such as Community Network Nights ([CNN](#)), Back to School/Parent Nights, and Community Partner tours which Area 4 parents can attend.. CNNs are generally held once a quarter throughout the county. 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.

The Orange County Board of Education and Orange County Superintendent approves the LCAP annually. In addition, ACCESS Assistant Superintendent provides an annual update to OCBE. OCDE’s meeting agendas are posted at OCDE and on the OCDE website and are open to the public.

Area 4 conducts quarterly meetings with its School Site Council, Juvenile Justice and Probation which includes representation from staff, community members, and community partners. Area 4 School Site Council meeting agendas are posted at all school locations, on the OCDE website and are open to the public to attend. Since students and parents are transient, we have had limited participation, which is a growth area that we have identified and are working on ways to better involve all stakeholders. In an effort to encourage additional stakeholder participation, School Site Council meetings are now being streamed to all sites via web conferencing.

ELAC and DELAC meetings are conducted throughout the year to determine ways to support our EL students in obtaining expected school wide learner outcomes and to ensure that they know the vision and mission of the school. In evaluating the

- ACCESS website
- School Messenger
- Waymaker parenting workshops
- Community Network Nights
- School Site Council
- ELAC and DELAC meetings
- Community Resource Fairs
- Peachjar

participation in these meetings, by all stakeholders, it is again evident that we are underrepresented by students and parents. To improve in this area of growth, we have scheduled our ELAC meetings in the afternoon at our YRC site, to gain more student participation and stakeholder involvement. Another plan of action is to web conference these meetings to all sites.

To support our program, Area 4 staff regularly attend community resource fairs, meet with representatives from community partners, and school districts, and attend County Child Welfare Attendance meetings.. In evaluating this process, we believe we are successful in supporting Area 4’s vision, mission, and schoolwide learner outcomes. However, we feel a more effective way of expressing our vision and mission within our school districts is by communicating directly with stakeholders and community partners to assist students who transition back to the community.

Area 4 ensures that students understand the school’s vision, mission and schoolwide learner outcomes through various forms of communication. Students learn of the program’s mission and learning objectives upon enrollment, and in a classroom setting with their teacher they are able to identify how this impacts them. Through coursework completion, teachers are able to obtain knowledge of student progress in reaching the schoolwide learner outcomes and fulfilling the vision and mission.

In evaluating the degree to which all stakeholders are aware and committed to the vision, mission, and schoolwide learner outcomes, we have determined that the OCDE, School Site Council, Probation and community partners are aware and supportive of our purpose. We feel this is a strength of the school program. Students are aware of our vision, mission, and schoolwide learner outcomes, but commitment of all students is lacking. Due to the fact that our students are in Juvenile Court School Programs, there is room for improvement in the area of parent engagement. Area 4 has identified these needs and is looking to hire a Community Resource Specialist to improve the commitment of students and parents in fulfilling the vision and mission of the school by supporting the academic and social-emotional needs of all students in supporting the student in transition back into the community.

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

| Findings | Supporting Evidence |
|---|--|
| <p>A2.1. Understanding the Role of the Governing Board and District Administration: <i>The school community understands the governing authority’s role, including how stakeholders can be involved.</i></p> <p>OCDE’s Superintendent, OCDE Cabinet members, Assistant Superintendent of Alternative Education, and the ACCESS Executive Leadership Team (ELT) support the Area 4 school sites. The ACCESS 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.</p> <p>The administrators routinely meet with their staff to share information from ELT meetings and provide opportunities for feedback, via Zoom and in-person, through Area 4 staff meetings, site level meetings, and individual conferences.</p> <p>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 OCDE website.</p> <p>Area 4 communicates regularly with education partners, such as the Orange County Probation Department 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.</p> <p>The Orange County Board of Education is the governing body for Area 4 and meets monthly. Annual updates, material and LCAP presentations are placed on the agendas of OCBE. Board meetings, minutes and supporting documents are posted at OCDE and on the OCDE website.</p> | <ul style="list-style-type: none"> ● OCDE Organizational chart ● OCDE Website ● Executive Leadership Team Meetings ● School site staff meetings ● Area 4 Staff meetings ● School Site Council Meetings ● Probation meetings |

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| <p>The primary support for Area 4 is through the combination of various ACCESS leadership positions, including Chief Academic Officer, Assistant Superintendent, Program Administrator, directors, principals, administrators, managers, coordinators, and program specialists. Quarterly meetings are conducted to communicate information, gather input, and discuss pressing issues and concerns. Dates of the meetings are published in advance and members have an opportunity to place items on the agenda.</p> <p>To review and advise on program direction, career preparation, and workforce training, Area 4 has created a School Site Council of all partners. During quarterly meetings and throughout the year as needed, Area 4 staff meets with School Site Council members to identify and develop goals and relationships between entities to align academic and economic development training and activities to improve school programs.</p> <p>Area 4 communicates relevant information to community stakeholders through quarterly School Site Council meetings. The School Site Council examines strategies on how education and community partners (probation, Social Services) work together to create high-quality career pathway programs which are aligned with local and regional needs of business and industry. Meeting dates and agendas are posted on the school website, and are posted 72 hours in advance at all school sites. Students, parents and the community are invited to participate in the School Site Council meetings.</p> <p>The focus on collaboration and community support is addressed through developing sustainable partnerships between education, businesses, and federally-funded workforce partners. These partnerships support Area 4 students in providing opportunities for learning. To encourage greater participation of students, parents, and community members in these meetings, Area 4 has included live web-conferencing streaming at each site. We believe we can be more effective in involving community partners in our School Site Council meetings</p> <p>A2.2. Relationship between Governing Board and School: <i>The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.</i></p> <p>The Orange County Board of Education is the governing body for Area 4 and meets monthly. Annual updates, significant changes, material revisions and LCAP presentation and approval process are placed on the agendas of the board. Board</p> | <ul style="list-style-type: none"> ● OCDE website ● Juvenile Hall Schools Website ● Probation and Social Services meetings |
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| <p>meetings, minutes and supporting documents are posted on the OCDE website.</p> <p>Area 4 communicates relevant information to community stakeholders through quarterly School Site Council meetings. In addition, pertinent information and decisions are communicated in monthly Area 4 staff meetings that support the needs of students and guide the work of the school.</p> <p>An example of how the stakeholders understand the relationship between the governing board’s decisions is the LCAP creation and approval process. Goals and actions are determined based on data, teacher and student input and stakeholder surveys. This data is first examined in monthly staff meetings. Actions and services that support student needs are identified. The LCAP writing committee then updates the template. The updated template is then presented to the School Site Council at the April meeting for additional input. Once recommendations and revisions are complete, the School Site Council votes to move the LCAP forward to OCBE. School administrator presents the LCAP at a board meeting in June. The board voted on the approval of the LCAP in a special topics meeting in late June.</p> <p>In examining this process, all stakeholders are involved in the creation of the LCAP and have an understanding of the approval process. Although we feel we are successful, we recognize the need to incorporate more student and parent involvement in the process. We do have a strong and supportive relationship with Probation and Social Services who are primary stakeholders.</p> <p>A2.3. Uniform Complaint Procedures: <i>The school leadership understands and utilizes the Uniform Complaint Procedures from the district.</i></p> <p>The Orange County Department of Education has a Uniform Complaint Policy and the form / process is shared with all employees on an annual basis. Students and parents are informed of the Williams Act process as well. Notices are posted in the schools and classrooms. Staff, students and families are encouraged to meet with teachers, administration regarding questions, concerns or conflicts that need resolution. The principal has an open-door policy that encourages communication.</p> <p>Williams Complaint Procedures are available on the OCDE website on the Employee Agreements page.</p> <p>To date, Area 4 has had no Uniform Complaints or Williams Act complaints. Area 4 is effective in policy and communication of this procedure.</p> | <ul style="list-style-type: none"> ● Uniform Complaint Policy ● Annual Notice sent to Employees ● Williams Complaint Procedure ● OCDE Website |
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, 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. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|--|---|
| <p>A3.1. Broad-Based, Inclusive, and Collaborative: <i>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.</i></p> <p><u>Annually</u></p> <p>Area 4 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. Area 4 has conducted annual Needs Assessment (Dec 2022) 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. Area 4 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.</p> <p>The English Language Proficiency Assessments for California (ELPAC) is 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 Area 4 sites with data that reveal what progress is being made and what are the areas of improvement.</p> | <ul style="list-style-type: none"> ● Needs Assessment meetings ● ELPAC data ● I-Ready assessment data ● Monthly Staff Meetings ● AREA 4 LCAP ● i-Ready/ Performance Series Assessments Results ● CELDT/CAASPP Data ● LCAP Surveys ● Community Partners ● Social Services ● Foster Youth ● OCHCA ● Probation Department ● School Site Council Meetings |

On going

i-Ready Diagnostic and Instruction: Area 4 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 Executive Leadership Team 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 Emergent Bilinguals. Reports provide actionable data, enabling teachers to decide on next steps for students. 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.

Emergent Bilingual Data: The Title III team in collaboration with the Areas' ELD Leads provide monthly EL Reports to each Area Administrative Unit using Ellevation 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 initiated the training of paraeducators by the Reading Intervention Program Specialist by building 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.

In monthly Area 4 staff meetings, LCAP priorities are discussed and data is examined for staff members to provide feedback on the LCAP, preliminary student learner needs and WASC Action Plan. In 2018, ACCESS/Area 4 partnered with SWIFT Education Center to provide a training infrastructure for the California Scale Up Multi-Tiered System of Support (MTSS). MTSS is a continuum of research-based, system-wide practices combined with data-based decision-making to meet the academic and behavior needs of all students. The ACCESS Executive Leadership Team, consisting of area principals and administrators, meets monthly with the SWIFT Team to further support this implementation. These meetings continued through the 2019-2020 school

- OCDE Strategic Plan
- ACCESS Division Strategic Plan
- LCAP
- WASC Action Plan
- California Dashboard
- Attendance/Capture Rate Data
- SPSA
- LCAP Goals
- Ellevation data reports

year. SWIFT and MTSS have been continued and are in year 3 of the process picking up after the Covid-19 pandemic.

Beginning in September of 2018, Area 4 leadership team began monthly SWIFT meetings to examine student community profile data to identify preliminary student learner needs. This data analysis will drive decisions that meet the academic and social-emotional needs of all students. Staff development days and administrative meetings allow for conversation regarding the schools' strengths and growth areas, as well as the opportunity to design and implement changes for the next school year. Input is critical to maintaining the collaborative nature of the team. Area 4 staff's commitment to student success and serving the unique needs of our students and families is a strength of the program.

The ACCESS Executive Leadership team also discusses and evaluates the effectiveness of the school program, reviews the action plans/implementation, and identifies needs and targeted areas for school and program improvement.

There are many community partners and stakeholders that provide services and resources to our students. The largest group is the Probation Department, Social Services, Foster Youth Services, and Orange County Health Care Agency which provides services, mentoring, placement, mental health and programs to students. Area 4's School Site Council and Probation Department are composed of these community partners and discuss ways to better serve students. This council serves as a broad-based and collaborative unit. Surveys are conducted with our stakeholders regarding how they can best connect with and support the needs of our adult students.

An area of growth for Area 4 is to increase the involvement of all stakeholders, including staff, students and parents/families, in the decision-making process. To address this area, Area 4 has begun broadcasting School Site Council meetings to all school sites throughout Orange County. We believe this will encourage greater participation in the decision-making process and improve program engagement.

Area 4 is currently creating and implementing MTSS that uses data to help match academic and social-emotional services to support all students. Research has shown that when a school uses an MTSS model all students achieve better academic and social-emotional outcomes. Tiered intervention matrix planning is in the developmental stages and is being created with the mindset that all students can be college and career ready. We feel that our commitment to MTSS will provide a broad-based school improvement process that will increase collaboration and support the program in meeting the needs of all students.

The improvement cycle of data analysis, collaboration and monitoring is embraced by

staff and effective in monitoring student progress and development of SPSA and LCAP.

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.*

The AJH [SPSA](#) goals are developed from the annual Needs Assessment and they correlate with the [LCAP Goals](#). There is clear alignment of the goals to LCAP and SPSA goals and both based on analysis of student data.

OCDE's Strategic Plan outlines practices to prepare students to be college and career ready. The mission is to ensure that all students are equipped with the competencies they need to thrive in the 21st Century. Area 4's WASC Action Plan and LCAP are focused on addressing identified preliminary student learner needs. Our goal is to improve student achievement with 21st Century skills to meet the goals listed in the State Priorities. Area 4's LCAP and WASC Action Plan goals are directly correlated and encompass resources that are utilized to support the school's vision and mission and meet State Priorities that are measured in the Dashboard. Resources that target these areas, such as technology hardware, connectivity, state-adopted curriculum, blended learning pedagogies and partnerships with community partners and school districts, have had a substantial impact on achieving these goals.

Student achievement data, as well as attendance data is gathered and shared with staff individually and at staff development meetings. This data includes Scantron Performance Series assessment and i-Ready results, attendance analysis, transcripts from the sending school district, student work samples as well as standardized assessment data (i.e. CAASPP and ELPAC). This data analysis drives the direction and revisions of Area 4's WASC Action Plan and LCAP.

In evaluating our program against the California School Dashboard Indicators, we have recognized areas of strength and areas where growth is needed. We feel the strengths of the program are represented by state priorities: 1 (basic conditions), 2 (state standards), 6 (school climate) and 7 (course access). Area 4 has a veteran staff that are fully credentialed in all subject areas and students feel safe in a healthy and supportive school environment. Implementation of state standards has been a focus of the program and the curriculum and the academic program meets the needs of all of our students. We have created a positive school climate and student surveys indicate that students feel supported, safe, and connected.

Analysis shows that the areas of growth are represented by state priorities 3 (parent involvement), 4 (pupil achievement) and 5 (pupil engagement). Our student population

- Monthly Staff Meetings
- AREA 4 LCAP
- Adopted Curriculum
- WASC Action Plan
- CELDT Data
- ELPAC Data
- SCANTRON Performance
- Series/i-Ready Results
- RFEP Data
- SIT meetings
- Staff development meetings
- LCAP Goals/Funds
- WASC Action plan
- CA School Dashboard
- SPSA

consists of students enrolled in court schools and have limited parental involvement in the program. We recognize parental/family involvement is an area of growth for the program.

Our student population is composed of at-promise students who are re-entering their educational process, some after considerable lapses in enrollment. We feel our students are at a disadvantage when being assessed on state standardized testing as some have been absent from the school environment for extended periods of time. Although we are continuously seeking to improve test scores, we understand this has been and will continue to be a limitation of our program and will be reflected in the Dashboard.

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.*

Area 4 administration and staff work together to address actions that will support student learning. All staff are involved in shared decision-making. Staff members served on various committees in the WASC Self-Study including Area 4 Leadership Team and WASC Focus/Home Groups that identified the preliminary student learner needs and strength and growth areas of the program. Staff members also serve on curriculum committees that make recommendations regarding curriculum adoptions, course designs, and other academic support materials. Committee members make recommendations for piloted adoptions that are implemented in targeted classrooms. Data was examined from these pilot programs and shared with the committees who then recommended curriculum for adoption.

During staff development meetings, all Area 4 staff collaborate on curriculum roll-out and best practices. As a result of staff input, Area 4's LCAP funds and resources are directed to address student learning goals and meet the targeted areas of the LCAP and the WASC Action Plan.

Area 4 teachers and staff have the opportunity to participate in roles that support student learning. Area 4 has a Regional English Learner Liaison (RELL) to support teachers with English Learner services. Area 4 teachers are involved in curriculum committees in the core content areas of social science, language arts, math, and science. In the area of English Language Arts, a Regional English Language Liaison works on a committee that creates Access Character Education (ACE) and Common Core-aligned materials to augment lesson plans. The work of these committees is a strength of the program as they address the unique academic needs of our students. We will continue to focus on pedagogies and curriculum that support student needs.

- CSEA Bargaining Agreement
- OCSEA Bargaining Agreement
- Webmail
- Zoom meetings
- Google Docs
- Employee guidelines
- OCDE Organizational Chart
- OCDE Policies and Procedures Manual
- SIT meetings
- Staff Development Meetings
- LCAP funds
- WASC Action Plan
- CA School Dashboard

Area 4 is collaborating with SWIFT Education Center to examine the effectiveness of the program on student learning. In examining community student profile data, including i-Ready assessment results, we have identified that our students need support in math and reading. Consequently, we are developing matrices that provide levels of support for all students. i-Ready assessment data is reviewed by staff on a regular basis and at monthly staff meetings to be utilized as an indicator of student growth.

The effectiveness of the curriculum, support provided, and data-driven decision-making is evidenced in improved student growth in academic areas measured by adopted assessment tools and graduation rates. Through these examples, it is evident that staff is involved in shared decision-making, and have the responsibility of recommending curriculum and educational processes that support student learning. [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.*

Communication amongst Area 4 staff is a critical asset of the program. All staff have access to the school calendar, webmail, and communication is shared via email, web conferences, written documents, GoogleDocs, and at staff meetings. Because the program has several sites located throughout the county, communication can be a challenge; however, administrators regularly hold staff meetings, perform site visits, and send emails to keep all staff informed.

Staff have expressed that they feel comfortable sharing ideas with each other, support each other remotely as well as in person during site visits, and value the input they receive from colleagues. Staff also appreciates the open-door policy of administration and weekly visits by the principal.

To date, there have been no grievances filed by bargaining unit staff regarding Area 4. However, in the event of a future issue, classified and certificated unions have guidelines by which to file grievances, and OCDE Human Resources staff follow these procedures to ensure a fair and appropriate approach for all involved.

The Area 4 principal met monthly with the Chief Academic Officer to discuss program needs, attended monthly Executive Leadership Team Meetings and monthly Principal Meetings to address ACCESS Division-wide goals during 2019-2021. In addition,

- Webmail
- Zoom meetings
- Google Docs
- Employee guidelines

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| <p>quarterly ACCESS Leadership Team Meetings are held with all ACCESS management staff. As a result, Area 4 administration feels supported with program goals, is kept up-to-date on ACCESS initiatives, and is able to share division-wide information with school site staff.</p> <p>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</p> <p>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.</p> <p>The communication model in place offers the ability to effectively communicate program needs with supervisors, teachers, and all Area 4 staff.</p> | |
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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. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|--|--|
| <p>A4.1. Qualifications and Preparation of Staff: <i>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.</i></p> <p>The school has confidence in OCDE 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</p> | <ul style="list-style-type: none"> ● California Education Code ● OCDE hiring practice ● New employee onboarding process ● New employee orientation ● Universal Design |

quality student learning.

All Area 4 certificated staff meet the California Education Code requirements as outlined in California Education Code Section 44865. All Area 4 certificated staff have the appropriate English Learner (EL) authorization. All teaching staff meet the California credential requirements for an alternative education program, as outlined in California Education Code section 44865 and English Learner Authorization guidelines. The federal Every Student Succeeds Act (ESSA) resulted in the elimination of the highly qualified teacher requirement defined in Section 1119 of the No Child Left Behind Act (NCLB). The California Department of Education has determined that ESSA provides for teachers to be assigned solely based on state licensure requirements.

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.

Human Resources staff provides training for Area 4 leadership on employment policies, practices, updates and changes to requirements. All new employees are screened for appropriate credentials, education and experience, pass an initial and second interview, and have references verified. Upon employment, Human Resources conducts a two-day New Employee Orientation for all new OCDE staff. During this on-boarding training, new staff are given an overview of all OCDE divisions, programs, and cabinet-level staff, and all required paperwork is completed. New employees report that this screening and orientation process provides insight to OCDE that would otherwise not be understood and makes the start of a new job a positive experience.

To enhance the on-boarding experience, OCDE welcomes new staff to the organization, hosts a New Employee Luncheon which includes the new employee and their direct supervisor, and are introduced at a General Staff Meeting at OCDE. Following the New Employee Orientation, 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, mandated training. All new teachers and classroom staff are trained in curriculum platforms, Universal Design for Learning, i-Ready assessment, Kuder, and student record procedures. New employees shadow staff for three to five days to learn AREA 4 processes.

All OCDE staff participate in a comprehensive [new employee onboarding process](#).

for Learning

- Job Descriptions
- Verification Process for Specialized Settings (VPSS) Participation
- BRIT Insurance (ASCIP) online training platform

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, UDL, i-Ready assessments tools, and additional procedures as needed for their employment.

As a result of New Employee Orientation 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.

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 individual student success.

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.*

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.

Area 4 has made a concerted effort to include extensive training in core curriculum areas, restorative practices and effective instructional strategies for all-staff. Area 4 has three all staff development days per year. One of these staff development trainings is ACCESS-wide and in recent years has been focused on the introduction and implementation of the MTSS model and the Universal Design for Learning (UDL). The other 2 days of staff development consists of a Safe Schools Conference. Area 4 continues to develop an implementation plan for the MTSS model in our own staff meetings that best supports the needs of our adult students.

- AREA 4 Staff Meetings
- Three days of professional development annually
- All ACCESS Inservice
- LinkedIn learning

Staff have the ability to visit each other’s classroom twice a year to examine best instructional strategies. Substitutes are provided to cover classrooms while teachers are out on training. The most recent trainings have focused on adopted curriculums for ELA, Social Sciences, Math and ELD. Training was also provided for an exclusively online program, GradPoint and now Edgenuity which offers a-g courses. Area 4 is in the process of adopting a curriculum that meets the Next Generation Science Standards. Area 4 teachers utilize the ACCESS Educational Technology web site Clever which provides a vast array of resources. Teachers can reach out to the TOSA and curriculum committee members for one-on-one support along with regular staff training on using the new materials. Monthly staff meetings are scheduled that provide an opportunity for staff to collaborate and discuss pedagogy as it pertains to the student population.

Area 4 staff has been making significant strides in increasing the rigor of coursework in an effort to support our students to become college and career ready. Data has shown that our staff development model successfully helps teachers implement new curriculum in the classroom. We have determined this because all teachers are implementing the new curriculum as evidenced by course contracts, weekly assignment sheets, online participation, and student work samples in folders. We have seen that implementation of new curriculum has had a positive impact on student performance through formal and informal assessment of coursework, class completion, graduation rates, and students transitioning to the workforce and/or local community colleges.

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. Each Area is allotted three staff development days per year to focus on Area specific team building and identified Area 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.

Area 4 has determined that our staff development process and trainings have been effective and resulted in a positive impact on teacher growth and student performance.

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.*

Area 4 reviews the impact of our professional development activities on student learning on a regular basis, and believes this process is effective in most cases. In the area of curriculum adoption, Area 4 staff members have felt overwhelmed with the numerous platforms required for students and teachers to access the online components of the new curriculum. In evaluating usage of online components, some Area 4 staff members embrace the technology and others are slower to adapt. To address this issue, a single delivery platform—Clever. Within the Clever platform, Canvas has been selected and is currently in the process of designing courses utilizing the adopted curriculums and placing them on Canvas. Once completed, the curriculum committee members will be available to provide training at staff meetings and for one-on-one support for those slower to adapt. We believe that further development and implementation of adopted curriculum on the Canvas platform will make utilization easier for both teachers and students.

An effective professional development model that has been incorporated within the program has been one day training in the areas of ELA (Access Character Education) and history (UCI history project). These one day training provide teachers with pedagogy and curriculum for immediate implementation into the classroom that can fulfill course contract requirements. It has been determined that these are effective training opportunities based on formal and informal assessments, evaluation surveys and examining student work.

Curriculum leads are available to coach and mentor teachers who are struggling with implementing the new curriculum. The teachers who received this support increased their usage of the new curriculum in the classroom. This was determined by examining teacher course contracts, weekly assignment records, student usage and student work samples. Additionally, support from the Program Specialist for i-Ready and MAX Scholar programs, which provides intervention and remediation curriculum in Math and ELA, is available. This Program Specialist has been assigned to support the program in improving our student’s math and reading scores. We believe our procedures for providing coaching and mentoring are effective for struggling teachers

- Formal and Informal Staff Evaluations
- Restorative Practices
- i-Ready Assessments
- Student Exit Survey
- Graduation Rate
- Universal Design for Learning
- Restorative Practices
- ACCESS 2 Character Education
- CTE program
- Student data reports
- Student Folder
- Student Assignment Sheets
- Student Folder
- Examples of Student Work
- Graduation Rate

in implementing the new curriculum.

Data analysis shows that there is a need for growth in the area of utilizing all online tools within our program. This growth area was discovered by examining teacher and student usage of online assignments in the Pearson Realize platform and i-Ready usage. Once teachers were provided with coaching and mentoring, evidence indicates a significant increase in technology usage by teachers which has impacted teacher practice and student performance, thus confirming the effectiveness of professional development for most but also identifying this as a growth area for some.

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.

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.
- 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.

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.*

Evaluation procedures are outlined and identified within the Collective Bargaining Agreements (CBA). Staff members are formally evaluated annually, bi-annually or every five years as outlined in the CBAs. Staff members are informally observed by administration on a regular basis. Administration also observes and evaluates teachers to further document that students are receiving effective instruction. These observations are based on the California Standards for the Teaching Profession (CSTP) which includes observable methods for engaging and supporting student learning, creating and maintaining an effective learning environment, understanding and organizing subject matter knowledge, planning instruction and designing learning experiences, assessing student learning, and developing as a professional educator.

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 rubric](#) is available during the Certificated Teacher Evaluation process for administrators and the teacher to ensure appropriate demonstration of progress toward identified goals and learning. 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.

A consistent and formal evaluation process ensures a collaborative process for communication, goal-setting and growth between administration and staff. In the initial goal-setting meeting, three goals are established for teacher growth or areas of focus; each teacher identifies one area, the administrator determines one area for the teacher, and together the teacher and administrator develop an additional area of focus. In addition, professional development opportunities are discussed during the goal-setting meetings. Teachers are given the opportunity to develop their own growth plan with administration which addresses school-wide initiatives and personal growth. Training opportunities are made available to support the plan.

Because goals are determined collaboratively, teachers feel supported by the process, and see the experience as a growth opportunity. It has been determined that this is an effective process for school supervision and evaluation.

- Certificated and classified agreements
- Certificated and classified evaluation process
- Classroom observation rubric
- OCSEA and CSEA Collective Bargaining Agreements
- Job Descriptions and Teacher Assignments

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.

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.*

The following written policies and handbooks guide the work at Area 4: Probation MOU, staff handbook, SPSA, LCAP, WASC Action Plan, ACCESS Administrative Guidelines, Special Education Procedure Manual, and Board Policies. Staff meetings, emails, and Administrative Guidelines are the primary means of communication with staff. These resources are familiar to staff and the policies are communicated to students as applicable. As a result of the frequent communication and close learning community, the degree of clarity and understanding is high.

Area 4 participates in a shared decision making model that is utilized throughout ACCESS. The principal has input into division-wide decisions and is the voice for staff, students, and parents at administrative meetings. The principal is responsible for disseminating decisions and information to staff.

ACCESS administration, along with certificated and classified staff, follow the ACCESS Procedures Manual, bargaining unit contracts, and Management/Supervisory handbooks when seeking clarity on procedural items related to staff. ACCESS has a published organization chart depicting administrative responsibilities. ACCESS has developed procedural handbooks which provide greater detail on specific actions dealing with teacher orientation, compliance, curriculum, and parent/student meetings.

Special Education Services provides guidelines, information, and support to administrative units regarding enrollment of special education students, monitoring of services and goals of the IEP, and ensuring the student is making adequate progress.

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.

Leadership has an open door policy which promotes ongoing, authentic dialogue on a daily basis. Additionally, OCDE provides topic specific workshops that update on

- Formal Evaluation Forms
- Classroom Observation Forms (Informal)
- Certificated Evaluation Rubric
- Employee Handbooks
- New Employee Checklist
- OCDE webmail
- Employee Connection
- Procedures Manual
- Area 4 meetings
- School site meetings
- AREA 4 Charter Petition
- WASC Action Plan
- CCIS Manual
- OCDE Policies and -Procedures Manual
- Special Education Procedures Manual
- OCDE Organizational Chart
- Compliance

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| <p>new legislation impacting our policies and procedures.</p> <p>Area 4 believes the system used to communicate between administration and faculty is effective. This system involves communicating processes and procedures through email, OCDE and ACCESS intranet resource pages, and OCDE, ACCESS and Area 4 staff meetings. In addition, employees gain knowledge and clarity of understanding through the new-hire onboarding process and annual updates from the human resources department.</p> | <p>Training (Contract Learning)</p> |
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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.

A5. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|--|
| <p>Indicators</p> <p>A5.1. Resource Allocation Decisions: <i>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.</i></p> <p>General funds and LCFF supplemental and categorical funds are allocated to support Area 4’s 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 Area 4’s LCAP and 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 21st Century skills, targeting the student learning outcomes.</p> <p>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,</p> | <ul style="list-style-type: none"> ● Needs Assessment ● SPSA ● LCAP ● School Site Council meetings ● Area 4 Budget ● WASC Action Plan ● Area 4 LCAP ● LCAP Surveys ● Monthly Staff Meetings ● School Site Council Meetings |

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.

Implementation of the LCAP acts as a guideline in aligning resources and operations to student learner outcomes and strengthens support for students to accomplish the academic and college and career-readiness standards. All stakeholders are involved in resource allocation decisions through the LCAP process.

Planning takes place at staff meetings, special topic meetings, and School Site Council meetings. All site level funds and resources are directed towards the vision and mission, the student learning goals, and the targeted areas of the LCAP and action plan. All resource allocations are determined based upon program growth and student needs as well. Through this process, allocations are set forth in the LCAP and the School Site Council makes a recommendation for actions and funding to be included on the LCAP that eventually go to the OCBE for approval.

In evaluating the effectiveness of our resource allocation to support student learning, we feel that through the feedback from involved staff members and stakeholders, we have effective procedures in place.

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.*

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 state and local general accounting practices are adhered to and that business is conducted effectively, efficiently, and legally at all times. OCDE and Area 4 utilize the Business Plus software, 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 budget review. Yearly training and reviews are conducted by OCDE 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.

- ACCESS Budget Office Procedures
- ACCESS Fiscal Guidelines Manual
- Administrative Services procedures
- Business Plus software
- ACCESS Leadership Team meetings
- Business Audits
- Audit Review Findings

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. Area 4 and policies are updated if needed.

The practices in place are effective and clear procedures are in place to ensure excellent business practices.

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).*

The Orange County Probation Department operates the following juvenile courts school sites–Juvenile Hall (JH), Youth Guidance Center (YGC), and the Youth Leadership Academy (YLA). The William Lyon school facility site is located within the Orangewood Children's Home campus. The Youth Resource Center (YRCs) at Central and North are maintained by the Orange County Department of Education (OCDE) Facilities and Operations Department.

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. The department goal is to provide a clean, healthy and safe teaching environment for students and teachers. 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 page 12 of the [SARC](#). 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 the two sites.

Ares 4’s mission states, “We envision a safe, supportive learning environment where communication and achievement is fostered...” and we are dedicated to providing safe, clean, and secure facilities that are conducive to learning. Sites vary in the number of classrooms depending on the number of students served, programs offered and available space from our community partners. In addition, safety and security is always a top priority.

- ACCESS Operations Manual
- Facilities Operation Department
- Facilities Inspection Tool
- Williams Inspection
- Monthly Site Safety Report
- Facility Inspection Tool
- School Accountability Report Card

In addition, annual Williams Inspections are conducted using the Facilities Inspection Tool (FIT). The FIT is designed to certify that facilities are in compliance with Education Code 172002(d) (2) to ensure that they are in good standing for a safe 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 Operations Unit.

Probation sites are maintained primarily by Probations Facilities and Operations unit staff, as well as through vendor contracts, such as custodial services, mechanical operating systems, and grounds maintenance. Any repairs requiring specialized work are performed by licensed contractors to bring facilities to good repair through Probation.

Communication regarding facilities is done at ACCESS Leadership Team meetings and as appropriate at individual Area staff meetings. The ACCESS Safety Coordinator is instrumental in developing each site safety plan and the overall division safety plan.

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.*

The process by which Area 4 maintains and acquires adequate instructional materials, textbooks, software, and printed materials is effective. All teachers have access to adopted curriculum, resources and technology as needed for classroom instruction. Adequacy of instructional materials is verified as a result of the Williams Act by OCBE and also included in the School Accountability Report Card. Area 4 has an allocated budget for teachers and staff to purchase adopted instructional materials.

To ensure current standards-based curriculum, Area 4’s LCAP includes a timeline for curriculum adoption. Each year a different subject area is identified for adoption. Curriculum committees examine and pilot instructional materials. Staff have the ability to pilot curriculum and have a voice in the decision making process. Once materials are selected, all teachers have access to training and are provided with the new curriculum. Area 4 will continue to incorporate this five-year curriculum adoption plan.

- Education Code
- Site Safety Plan
- OCDE Policies and Procedures
- Williams Act compliance
- EdReports
- Feedback surveys
- Curriculum training
- OCDE Information Technology Department
- Educational Technology User Support Assistant
- [SARC](#)
- Area 4 LCAP

Other instructional materials including manipulatives are purchased to complement adopted curriculum, professional development training and/or workshop.

Technology guidelines and an 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 and outlined in Priority 4 of the OCDE Strategic Plan. Measures to evaluate actions related to acquiring and maintaining adequate technology are present in the Area 4 LCAP. For example, measures of the actions associated with Goal A of the LCAP will demonstrate the effectiveness of acquiring and maintaining adequate support technology, including:

- Ensure students have access to technology and connectivity in the classroom and at home to utilize Area 4’s core curriculum and to develop 21st Century skills that will promote college and career readiness.
- Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments.

To support the academic needs of our students, the Education Tech User Support Assistant has developed an Ed Tech resource page which has additional links and resources for staff use. By analyzing the LCAP data in meeting the actions in Goal A to increase effective use of technology to promote 21st Century skills, it has been determined that Area 4’s policies and procedures for acquiring and maintaining adequate instructional materials, resources and technology have been effective. Area 4 has provided students with current curriculum, software and technology that promotes 21st Century skills and meets the academic needs of all students.

The above information illustrates that the process by which Area 4 maintains and acquires adequate instructional materials, textbooks, software, 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.*

The school’s budget has allocations for professional development for staff. The Area 4 general fund allocates funds to conduct professional development. OCDE provides

- OCDE Strategic Plan
- Ed Tech Resource page
- Edjoin
- LinkedIn Learning
- LCAP Education Effectiveness Funds
- Workshops
- Conferences
- Profess Development days

- AREA 4 Budget
- Professional Development Calendar from Curriculum & Learning Office
- CA State

a variety of staff development opportunities to support a well-qualified staff. The staff at the ACCESS Curriculum & Learning office provide professional development, training, and resources to equip staff. The professional development focus has been the implementation of California State Standards and increasing instructional strategies for teachers to support English Learners and newly adopted curriculums. The training for Edgenuity online curriculum is ongoing as needed to provide teachers with the skills and knowledge to support students using this learning management system. ACCESS has implemented career technical classes in the pathways of Allied Health Digital Information Technology/Robotics, and Paxton-Patterson Career Exploration. The plan is to expand student participation in subsequent years. Area 4 students have the ability to attend and participate in these classes. The College Readiness Block Grant has provided teachers with the opportunity to attend STEM conferences, workshops and the CUE conference to provide them with tools to prepare students for college readiness.

Area 4 is dedicated to providing pathways for all staff to continue to be lifelong learners as well as offering staff the ability to attend workshops offering training for program-wide initiatives that meet their individual needs.

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.

Through multiple funding sources such as LCAP and Educator Effectiveness Funds, budgets are allocated for professional development to maintain and equip qualified staff and programs.

- Standards
- College Readiness Block Grant

**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. Clear coherent Mission & Vision
2. LCAP, WASC Action Plan, SPSA alignment
3. Collaborative Planning
4. Communication with educational partners
5. Extensive growth toward technology goal – 1:1 laptops/chromebooks, access to online curriculum
6. Family Engagement support by Family Community Liaisons
7. Foster Youth support

Areas of Growth

1. Professional Development targeted for Classified Personnel
2. Improve the system of measuring professional development effectiveness on student learning
3. Development of informal classroom observation tool

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- Maintaining safe and clean learning environments conducive to student learning and achievement.
- Providing academic support staff along with professional development opportunities to address student learning gaps
- Providing standards based curriculum and supplemental materials to support student achievement.
- Hire additional school counselors to support the social - emotional needs of students

List any additional identified student learner needs that resulted from the Focus Group analyses.

- All needs have been listed above that resulted from Focus Group analyzes and the needs assessment 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

1. Area 4 school sites need to track the academic growth of students who are participating in ACCESS approved/adopted curriculum to gauge the curriculum’s effectiveness.
2. More college workshops and field trips are needed to collaborate with community partners and expose students to college after high school.
3. Area 4 and ACCESS need to continue to recruit CTE teachers so more courses can be offered to students at all Fischer sites. Since CTE coursework is completed online, students need to know how to use a computer for academic purposes.
4. Area 4 needs to work on strategies to include more parent involvement beyond IEP meetings and semi-annual English Language Advisory Committee meetings.

Identify important next steps within the schoolwide action plan/SPSA.

1. Next steps include expanding CTE opportunities, hiring additional ELDAs to support English Learners, hiring additional school counselors, and ensuring the consistent use of the adopted curriculum.

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

| Findings | Supporting Evidence |
|--|--|
| <p>Indicators</p> <p>B1.1. Current Educational Research and Thinking: <i>The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.</i></p> | <ul style="list-style-type: none"> ● ACE ● i-Ready ● UDL ● UCI History |

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| <p>The current curriculum used in ACCESS and Area 4 is designed to address the students’ diverse learning needs. Student interests and academic needs are what determine instruction and lesson planning. Students’ academic needs are determined by initial and ongoing i-Ready diagnostic testing. Students can work on their own individual skills by completing the i-Ready diagnostic lessons online. Each student will receive lessons that are tailored to their academic needs. Teachers and students work together to work on academic strengths and needs by using programs such as the ACCESS Character Education (ACE) reading and language arts curriculum. ACE utilizes Universal Design for Learning by offering choices to demonstrate student learning. ACE is aligned with the Common Core Standards and is organized into themes such as Responsibility Requires Action. Restorative Practices are used to encourage students to engage in meaningful discussions that include conflict resolution. Constructing Meaning is an integrated English Learner program used to guide English Learners during writing and discussion activities. The TOSA website includes engaging daily lessons that can be completed whole-group or individually using Google Classroom.</p> | <p>Project</p> <ul style="list-style-type: none"> ● UCI Math Project ● Discovery Education ● Edgenuity ● Number Talk ● Pearson ● Canvas ● Educational Program and Services ● Recent textbook adoptions ● ACCESS 2 Character Education ● MELD ● CTE opportunities |
| <p>TOSA - Science Numbertalks TOSA - Social Studies ACCESS ELA Agilemind site</p> | |
| <p>The Pearson textbooks and online program are used for instruction in all ACCESS history courses. Pearson is available online and as a hard copy textbook. The Pearson program is aligned to the Common Core Standards in Social Sciences and the Common Core “Habits of Mind.” Pearson supports students in demonstrating independence, building strong content knowledge, comprehending and critiquing, citing text evidence, inferring, using technology and visual media strategically to communicate ideas and thinking, and understanding other perspectives and cultures. In addition, The UCI History Project integrates novels such as The Grapes of Wrath with the Pearson text and U.S. History. Students analyze maps, timelines, video clips, primary sources, and they make connections to current events. An example from a UCI History project lesson is using the migration from Central America today and comparing and contrasting it to “Dust Bowl” in the United States.</p> | |
| <p>Discovery Education is used to teach Science. The 5 E Instructional Model (Engagement, Exploration, Explanation, Elaboration, and Evaluation) provides students with opportunities to explore questions and possibilities, demonstrate their conceptual understanding, apply their understanding of concepts, and assess their understanding and abilities. The TOSA website includes</p> | |

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| <p>instructional strategies for diverse learners and these include Restorative Practices, UDL, and integrated units.</p> <p>ACCESS has recently adopted the SAVVAS enVision Algebra I, II and Geometry curriculum. Prior to the adoption of SAVVAS, the district utilized the Agile Mind online curriculum to meet the needs of all learners by offering an Intensified Algebra course that is designed to help students 1-3 grades below grade level. The goal is to motivate students and re-engage them. Number Talk is used to build flexibility, accuracy, and efficiency in mathematical thinking. Students work on and share math strategies. UCI Math Project collaborates with ACCESS to provide engaging math units for decimals, fractions, percents, Integers, quadratic equations, ratios, and statistics. Teachers receive lessons and math manipulatives. Edgenuity can be used when students need to work on math independently. Edgenuity math courses do meet UC A-G requirements. Edgenuity replaced the Gradpoint online courses on September 1, 2021.</p> <p>Elective courses are offered in Area 4 schools. Many electives can be accessed by students on Edgenuity. In addition, many Edgenuity elective courses meet the UC A-G requirements. Edgenuity offers CTE courses in clusters such as Agricultural and Natural Resources, Arts, Media, and Entertainment, Building and Construction Trades, Business and Finance, Career Readiness, Education, Child Development, and Family Services, Engineering and Architecture, Health Science and Medical Technology, Hospitality, Tourism, and Recreation, Information and Communication Technologies, Marketing, Sales, and Services, Public Services, and Transportation. Students can also participate in a CTE lab at Rio Contiguo. Fischer School has a CTE Construction course.</p> <p>B1.2. Academic and College-and Career-Readiness Standards: <i>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.</i></p> <p>Most students entering school in Area 4 school sites are deficient in academic credits. ACCESS courses are aligned to the state content standards and the Common Core standards. Students work on academic skills and credit recovery while learning from the approved ACCESS Curriculum and/or completing courses on Edgenuity. Many Edgenuity courses do meet the UC A-G requirements. Therefore, ACCESS can meet the needs of diverse learners who may be working to strengthen academic skills or who may be ready to complete courses that prepare them for college. The CLEP program gives students the</p> | <ul style="list-style-type: none"> ● Edgenuity ● CLEP ● MELD |
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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.

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

| Findings | Supporting Evidence |
|---|--|
| <p>Indicators</p> <p>B2.1. Variety of Programs — Full Range of Choices: <i>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.</i></p> <p>Students in Area 4 schools can prepare for college by accessing the Edgenuity courses online in the classroom. As mentioned earlier, Edgenuity courses do meet the A-G coursework requirements. SPED students also meet with their SPED teachers/team to discuss college and future plans which are often written in the Individualized Education Plans. During Area 4 ELAC meetings, parents have opportunities to discuss their child’s attendance and academic performance and they can ask questions and get feedback and resources from an ACCESS teacher and/or ACCESS administrator. There are career books in the school library that students can check out to read while enrolled.. CTE is offered at Fischer School by the online iCEV program and a construction class is also available. Rio Contiguo has a CTE Lab that will enable students to career explore and try 15 different careers which include careers such as Culinary Arts, Forensic Science, Digital Music, Health Science, Computer Science, and Robotics. The Transition Specialist at Rio Contiguo conducts monthly workshops with the Department of Rehabilitation. Fischer Transition Specialists work with the students and the school to appropriately place the student in an educational program once they leave Fischer or once they are graduated. The school counselor ensures students are enrolled in the appropriate courses to graduate with a high school diploma and also coordinates with teachers regarding enrolling students in CTE courses. Students are encouraged to pursue either college or career training after high school.</p> | <ul style="list-style-type: none"> ● Edgenuity ● ELAC meetings ● IEPs ● Family Community Liaison ● School Counselor |

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| <p>B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: <i>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.</i></p> <p>Area 4 school sites purchases and predominantly uses a State Standardized curriculum. Teachers have received training in Discovery Education, Edgenuity, i-Ready, Agile minds, SAVVAS enVision Algebra which are online examples of this. Teachers use supplemental materials with these in order to meet the students at their level of need. We use i-Ready testing on a continuum to assess progress in real time as much as possible. CTE classes provide and encourage Real World experience and pragmatic education. Students participate in the Young Americans singing and dancing program and learn to communicate and perform in front of an audience. Students also participate in Southland Sings. Furthermore, teachers have been trained in strategies that make the curriculum in any subject available to students of all levels. Curriculum can be broken down into academic vocabulary, input from the text, reading, and then writing. Pre-covid students went on field trips, and were exposed to nature through our Inside the Outdoors program. The Youth Leadership Academy went on college tours pre-covid. There is also a maintenance crew of students at Fischer School that is run by the O.C. Probation Department.</p> <p>B2.3. Student-Parent-Staff Collaboration: <i>Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.</i></p> <p>In the institutions, we do not have direct contact with the parents of our students beyond IEPs, School Site Council, and ELAC and DELAC meetings. However, over the years we have expanded ways in which parents can have access to how their child is doing. At each of our sites we have Community Liaisons which reach out to the family by phone; offering information, community resources for the family, and answering questions. The Community Liaisons are bilingual in order to reach families of multiple backgrounds. We also have our LCAP meetings which are composed of parents, students, teachers, counselors, administration and other parts of the school community. The English Language Learner department offers two meetings yearly called the English Language Advisory Committee meetings.</p> | <ul style="list-style-type: none"> ● Discovery Education ● Edgenuity ● i-Ready ● Agile Mind ● CTE Classes ● Young Americans ● Southland Sings ● Transition Specialist ● College Tours ● Field Trips ● Inside the Outdoors <ul style="list-style-type: none"> ● IEP meetings ● School Site Council meetings ● ELAC and DELAC meetings ● Community Liaisons ● LCAP meetings |
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| <p>These meetings are held by Zoom and parents meet with the school principal, a teacher, and other school staff to discuss what’s happening at school and how their student is doing. In spite of the limitations and restrictions, Area 4 effectively keeps parents informed.</p> <p>B2.4. Post High School Transitions: <i>The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.</i></p> <p>Students meet with a School Counselor when they are near graduation and/or transferring from Area 4 school sites. The School Counselor ensures they are placed in the appropriate academic classes. The Transition Specialist works with the students on post-academic goals and can discuss college options. Post-high school options for special education students are discussed during IEP meetings and each teacher can work with students to ensure they are enrolled in a CTE course/lab and/or enrolled in college courses while here at one of the school sites. There were college field trips pre-covid for YLA students. Rio School holds monthly meetings with a Transition Specialist and the Dept of Rehabilitation. Ready Set O.C. also works with students at Rio Contiguo. Fischer School offers the CLEP so a student can enroll and test out of a community college course such as Psychology. Students can work on an iCEV course while completing a high school diploma. iCEV courses offer certificates in programs such as Southwest Airlines Professional Communications and Financial Literacy.</p> <p>The school provides many transitional services to help guide students on their individual paths to college and or career readiness. For example, college workshops are provided for students at Rio Contiguo School as well as presentations on writing skills and how to conduct research. Writing and research presentations are conducted by Title 1 Para-educators and the school librarian. Representatives from institutions like Santa Ana College and Orange Coast College present recruitment information to prospective students. College visits occur from time to time as funding and the security situation permit. Our school libraries at Fischer and Rio provide career exploration literature as well as GED and ASVAB materials. Transition counselors assist students with FAFSA applications and provide basic guidance during the application process. Transition staff also collaborates with outside programs such as Guardians Scholars, Project RISE/Project Rebound and Taller San Jose. School counselors track student credit accumulation and progress toward graduation. They also provide ongoing</p> | <ul style="list-style-type: none"> ● School counselor ● Transition specialist ● IEP meetings ● CTE courses ● College Field trips ● Ready Set O. C. ● CLEP ● iCEV ● Santa Ana College representatives ● Orange Coast College representatives ● Guardian Scholar ● Project RISE / Project Rebound ● Taller San Jose |
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| <p>feedback to students regarding their credit status. Students may participate in woodshop and other CTE courses at Fischer School. Success on projects and quizzes in CTE demonstrate effectiveness of the program in each individual case. ROP classes are available for students at Fischer School in collaboration with Probation staff. School Counselor attends IEP's to assist with post-secondary plans. Also transition team members and school counselors may attend case conferences.</p> <p>Area 4 provides effective transition services and support to assist students to successfully connect with educational options once they are released.</p> | |
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ACS WASC Category B. Curriculum
Synthesize Strengths, and Growth Areas

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

Areas of Strength

1. Accessible curriculum by textbooks and online programs
2. ACCESS courses are designed for a diverse student population.
3. Teachers are trained to use Restorative Practices, Universal Design for Learning, ELD strategies, and classroom technology.
4. Area 4 partners with community partners such as Young Americans, Southland Sings, Santa Ana College, UCI History Project, Inside the Outdoors Orange Coast College, Taller San Jose.
5. Area 4 students have access to A–G courses via Edgenuity

Areas of Growth

1. Individual Learning Plans need to be consistently updated and reviewed
2. Provide additional opportunities for parent engagement
3. Offer additional CTE Courses
4. Improve student writing , ELA scores and math scores.
5. More readily accessible data for teachers so students do not repeat courses or can continue where they left off.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

1. Most students are deficient in academic credits and have significant learning gaps due to chronic truancy, homelessness, and being wards of the court (Foster Youth).
2. High percentage of English Learners who need academic support
3. High percentage of students in special education with an IEP
4. Many students have an IEP due to emotional disturbance.
5. Many students need support in the area of social emotional learning

List any additional identified student learner needs that resulted from the Focus Group analyses.

All needs have been listed above that resulted from Focus Group analyses of 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

1. Area 4 school sites should need to track the academic growth of students who are participating in ACCESS approved/adopted curriculum to gauge the curriculum's effectiveness.
2. More college workshops and field trips are needed to collaborate with community partners and expose students to college after high school.
3. Area 4 and ACCESS need to continue to recruit CTE teachers so more courses can be offered to students at all Fischer sites. Since CTE coursework is completed online, students need to know how to use a computer for academic purposes.
4. Area 4 needs to work on strategies to include more parent involvement beyond IEP meetings and semi-annual English Language Advisory Committee meetings.

Identify important next steps within the schoolwide action plan/SPSA.

1. Next steps include expanding CTE opportunities, hiring additional ELDA's to support English Learners, increasing parent engagement, 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.

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

| Findings | Supporting Evidence |
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| <p>Indicators</p> <p>C1.1. Results of Student Observations and Examining Work: <i>All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.</i></p> <p>Students enter the ACCESS program with varying academic needs. The Juvenile Court schools strive to meet the academic needs of each student using a variety of tools conducive to the program including i-Ready assessments (Rio, Fischer, Lyon), individual learning plans created upon enrollment at the Youth Resource Centers (YRC North and Central), along with transcripts and school records of each student. Teachers assign learning experiences that meet the individual needs of the student. The two targeted goals of student educational programs are challenging learning experiences and preparing students for postsecondary opportunities. All students receive varying levels of work based upon their skills, abilities, and needs.</p> <p>After a transcript evaluation and completion of an initial i-Ready assessment, the data generated from this information helps teachers scaffold instruction to provide appropriate academic goals for each student's needs. In addition, the curriculum is aligned to the California State Standards and Common Core. Information gained from all state mandated assessments (CAASPP, ELPAC) helps drive instruction in the classroom. In addition, teachers use informal assessments along with student work to scaffold instruction for each student.</p> <p>In some classrooms, students create projects based upon essential questions. Through instruction and discussion students often form their own essential questions and conduct research. Individually or within expert groups, students present and report their learning to the whole class. Structured group learning and projects</p> | <ul style="list-style-type: none"> ● Staff Meetings, Staff Development Meetings, and Teacher collaboration. ● Teacher Lesson Plans ● Student Work Samples ● CTE ● College classes/distance learning and in-person ● Employment Programs ● Test Scores ● Graduation rates and statistics ● Special Education Paperwork ● Student grades |

encourage critical thinking, communication, collaboration, character and creativity.

Title I resources provide tutors who help struggling students with their academic needs. In addition, transition specialists, school counselors and transitional specialists guide students toward college and career readiness. Smaller classroom settings combined with one-on-one attention provide the teaching staff the ability to make ongoing formative assessments based on observing student effort, student work, and regular classroom assessments. Students with reading difficulty or English Learners have access to supplemental reading resources such as i-Ready lessons, bilingual on-line tutors, or software packages such as Rosetta Stones and Learning Ally.

College field trips, college fairs, and college and career site programs foster an interest for the students to transition to postsecondary opportunities. These postsecondary opportunities are encouraged through sessions with on-site career programs offered by stakeholder agencies, such as Regional Occupational Program (ROP), Inside the Outdoors, and Coastline College program. Although during recent COVID times in person sessions have not been always possible, students were able to continue with opportunities through Zoom field trips and experiences.

Student work, classroom observations, teacher collaboration, and various learning experiences were the areas examined for this prompt. All students have the opportunity to be involved in challenging learning experiences. Unfortunately not all students choose to participate. Increasing student participation and ownership of learning is an ongoing focus and would increase our effectiveness in this area.

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.*

Juvenile Court Schools, Area 4, are 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.

In the classroom, teachers address the standards and the expected outcomes for the students. They monitor student progress and understanding of course standards and

and Credit Process

- i-Ready
- CAASPP data
- ELPAC data
- Rosetta Stone software
- College field trips
- ROP
- Inside the Outdoors
- Coastline College Program

- CLASS support
- CA state standards
- Edgenuity

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| <p>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.</p> <p>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.</p> | |
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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 below indicators; including supporting evidence.*

| Findings | Supporting Evidence |
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| <p>Indicators</p> <p>C2.1. Teachers as Facilitators of Learning: <i>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.</i></p> <p>The ACCESS program is centered on building an effective student-teacher</p> | <ul style="list-style-type: none"> ● School counselor ● Transition specialist |

relationship. This coaching relationship sometimes begins with an informal assessment of student interest or a teacher led open conversation to build rapport. Small class size helps to build a supportive and friendly learning environment. This small teacher to student ratio is central in facilitating student learning. All teachers work with students to encourage them to attend school regularly and collaborate with probation/social services/Safe Schools to ensure an optimized learning environment.

ACCESS school counselors and transition specialists interface with students who are approaching graduation and are close to completing their time commitment. They coach students in finding and completing job applications, resume writing, and interview skills. For students who need academic assistance the Title I tutors coach students during and after school hours. These positions provide an opportunity for students to receive one-on-one support tailored to their individual needs. Under the supervision of a teacher, English Language Development Assistants (ELDAs) provide small group instruction to ELL students using the Monthly English Language Development curriculum. Transition Specialists and School Counselors at Fischer, YRC and Rio visit students regularly and monitor their progress towards graduation. At the YRCs the Individualized Learning Plan outlines the individual student's academic, behavioral and personal goals in order to provide appropriate intervention and support. Teachers revisit the plan regularly to ensure that the student stays on track in meeting his/her goals.

Teachers and staff work with students in a coaching framework in the following ways. Teachers use Depth of Knowledge (DOK) to ask questions and guide conversations to build opportunities for students to expand and develop critical thinking skills. Teachers use graphic organizers, mapping, templates and Guided Language Acquisition Development (GLAD) strategies to coach students to think, reflect, speak and write. Teachers use the DOK and the updated Bloom's Taxonomy to plan lessons and student assignments. Monthly English Language Development (MELD) provides English Language Development Assistants (ELDAs) to coach students in ELA. Teachers use Constructing Meaning (CM) templates, flipbooks, and question cards to coach students to think, reflect, speak, and write using academic language. During class assignments, teachers walk around the room to monitor and assist students. Students are encouraged to self-advocate especially in developing their learning goals in their IEP or ILP. Teachers provide examples of grade level and of exemplary work to coach students in raising their awareness of what they are capable of accomplishing.

Title I and Safe School staff along with teachers work together to support the needs of students. Teachers can request tutors to work with students to support their learning. PE and after school sports programs offer opportunities for students to be coached by

- Title 1 tutors
- ELDAs
- MELD
- ILP
- Graphic organizers
- GLAD
- Constructing Meaning
- Promethean Boards
- Edgenuity
- Discovery Learning
- CNN Student news
- SAVI

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| <p>teachers, probation staff, and paraeducators, although due to COVID restrictions, many of these programs have been temporarily placed on hold. Transition Specialists and School Counselors coach and mentor students in setting goals for graduation and career.</p> <p>One of the ACCESS/Area 4 programs greatest success comes from our teacher’s willingness to get to know the student, his/her needs, and his/her interests. Teachers are effective in gaining the trust and commitment of students to achieve success. This is an area of strength for the ACCESS/Area 4 program.</p> <p>Teachers use multimedia and technology to engage and enhance student learning. Some commonly used tech resources include Promethean Boards, online resources, student laptop computers, Direct TV, video, and educational software Edgenuity and Discovery Learning. The emphasis in ACCESS is to integrate multimedia and technology in lessons and assignments that are engaging to the students and that allow for student success. Teachers use CNN Student News, short videos, project based learning, cooperative learning, and small group discussions to help students be successful. Students learn how to use Microsoft Office Suite, including PowerPoint, note taking/instruction (PDF), Word, and Excel.</p> <p>Teachers provide equitable access to curriculum to all students by using a variety of tools. To support English learners and our at-risk population, Guided Language Acquisition Design (GLAD) strategies are utilized for instruction. In addition, teachers are trained in a research based academic language acquisition instruction, SAVI, in Constructing Meaning (CM), and close reading strategies.</p> <p>C2.2. Creative and Critical Thinking: <i>All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.</i></p> <p>Student language skills are supported through the use of Monthly English Language Development (MELD) lessons and Constructing Meaning (CM) tools. Discovery Education Science, Agile Minds Math, and SAVVAS enVision Algebra (formerly Pearson K12 Learning), along with Edgenuity provide a variety of technological based resources.</p> <p>Students also have access to a variety of educational software programs and web based programs, including WorldBook online, Defined STEM, Smart Science, Khan Academy, as well as a list of resources for students listed on the ACCESS Educational Tech website.</p> | <ul style="list-style-type: none"> ● MELD ● Constructing Meaning ● Discovery Education science ● Agile Mind ● Edgenuity ● World Book online ● Defined STEM ● Smart Science ● Khan Academy ● ACCESS |
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| <p>The focus for the instruction is to be relevant and meaningful for the student. Teachers use online and Direct TV resources, field trips, volunteer experiences, culinary arts, project based learning experiences, Inside the Outdoors lessons, guest speakers, and videos to make the learning as real world and relevant for the students as possible. Even with Covid restrictions in place, teachers have been able to provide students with guest speakers including NASA engineers, and virtual field trips</p> <p>Even though students are in a restricted and monitored environment, AREA 4 is effective in providing a variety of materials and resources.</p> <p>C2.3. Application of Learning: <i>All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.</i></p> <p>Most of our students have academic deficits and struggle with organizing and researching information. In order to close this gap, ACCESS teachers, paraeducators and Title I Tutors have attended and participated in a variety of professional development workshops and in-services. These trainings have provided the instructional staff with targeted research, tools and strategies to assist students in organizing and communicating information and ideas. These training sessions have provided teachers student tools to gather knowledge, think, summarize and write. These tools guide students to research, evaluate, inquire, gather, discover and invent knowledge on their own and communicate their learning. Teachers have been trained in Constructing Meaning (CM), Academic Vocabulary Instruction (SAVI), Project Based Learning, Guided Language Academic Development (GLAD), ACE, Depth of Knowledge questions and assignments, Close Reading, and Monthly English Language Development (MELD). These training sessions have provided skills to structure teaching and learning. In addition, the training has provided templates, graphic organizers, charts, and various tools in order for students to organize information, apply their knowledge and communicate their learning.</p> <p>Students are provided access to textbooks, web-based products and resources, computers, direct teacher instruction, project-based learning opportunities, presentation opportunities and computer programs to explore, create, and communicate knowledge and information.</p> <p>C2.4. Career Preparedness and Real World Experiences: <i>All students have access to and are engaged in career preparation activities.</i></p> | <p>Education Tech resource website</p> <ul style="list-style-type: none"> ● Field trip ● Virtual field trips <ul style="list-style-type: none"> ● Professional development workshops and in-services ● Constructing Meaning ● SAVI ● GLAD ● ACCESS Character Education ● MELD ● Graphic organizers <ul style="list-style-type: none"> ● CTE classes and program ● Angels of Love |
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| <p>Juvenile Court Schools have prioritized students opportunities to connect to real world experiences and prepare for college or career through our academic learning programs. Students have access to courses and activities both inside and outside the classroom environment relating to real world experiences.</p> <p>ACCESS has partnered with Career Technical Education (CTE) programs to create new avenues for high school students to access college classes and explore career opportunities in which Area 4 students participate. CTE focuses on a host of different career proficiencies which can lead directly to employment opportunities. Some ACCESS teachers have completed training in CTE module instruction, and though in its infancy, students have begun CTE instruction. Vouchers are available to students who wish to take the CTE exams.</p> <p>Rio Contiguo offers service learning projects where students have an opportunity to give back to the community. Angels of Love is a hospital visitation program where students visit cancer patients. They work with Second Harvest Food Bank to provide food for the poor. Habitats for Humanity is another volunteer program for Rio students. Students can participate in the culinary arts program and earn certificates of completion for their work. in the Youth Leadership Academy (YLA), select, train and groom shelter dogs in the Pet Assistance and Wellness program (PAWs) and then place them for adoption. At Fischer and Rio students have an opportunity to take ROP classes for Career Exploration, write resumes and practice interview skills. At Rio students learn</p> <p>Field trips provide students an opportunity to explore community colleges, visit museums, attend theater productions and participate in science centers. The Inside the Outdoors program provides hands-on experiences that enhance a variety of science curriculum aligned with the Next Generation Science Standards (NGSS). A unique ACCESS program provides Area 4 students the experience to apply and to interview for a spot in a musical production, Summer at the Center. Students work with the Young Americans and the Center for Performing Arts for two weeks learning dance routines and songs where they learn to cooperate and collaborate with other ACCESS students and professional performers.. The ACCESS school program provides Area 4 students an opportunity to participate in special events, civic awareness, guest speakers, tours to community colleges and other post graduate academic programs, enroll in ROP, and attend career and college conferences.</p> <p>One important component of ensuring career readiness and real-world experiences involves the availability of transitional services for students. The momentum represented by CTE programs shows best practices related to interagency cooperation and technological access, something that has traditionally been challenging for</p> | <ul style="list-style-type: none"> ● Second Harvest Food Bank ● ROP classes ● PAWs program ● Inside the Outdoors ● Summer at the Center ● Title 1 transition specialist ● Community College tours |
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| <p>students in institutional environments. Additionally, counselors and transitional specials provide support and mentoring in providing work or college opportunities after graduation. Title I Transition Specialists and career coaches help students focus on potential career paths and the acquisition of marketable job readiness skills. Title I and Safe School's staff arrange community college tours, provide enrollment information to students and families, and help students enroll in college pre- and post-graduation and assist students in securing employment as they transition out into the community.</p> <p>Career preparation is an area of significant growth for our school program that has taken place over the past three years and continues to expand.</p> | |
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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. Identifying the changing needs of our student population and remaining flexible with classroom instruction balancing student needs and academic requirements.
2. Classroom instruction including curriculum continuity, student engagement, and academic freedom facilitates innovative practices and good academic and socio-emotional outcomes.
3. Experienced, dedicated, and committed teachers to our student population.
4. Diverse, engaging and challenging adopted standards-aligned curriculum throughout the program: Saavas, Discovery Education Science, Collections, ACE (district developed and implemented ELA curriculum)
5. 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)
6. 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, Agile Mind, MELD and Academic Interventions.
7. iReady Assessments and math and reading interventions accessible for all students

8. ELDA's, Title I Tutors, Special Ed support available for students requiring additional support to reach their academic potential
9. Implementation and expansion of the CTE program ACCESS wide
10. All students are furnished with a Google and Clever account upon enrollment
11. All students have access to program-issued Chromebooks and hotspots as needed

Areas of Growth

1. Increase utilization of MTSS supports and services.
2. Continue to support students in their ability to apply knowledge to extend their learning.
3. Investigate ways to further support ELL students.
4. Continue to develop and expand CTE pathways and programs in Area

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- 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.

- Based on the comprehensive Needs Assessment and Focus group analyses, no additional needs were identified in 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, implement designated ELD curriculum, and implement MTSS to address the academic,

behavioral, social, and emotional needs of students.

Identify important next steps within the schoolwide action plan/SPSA.

- Staff to complete MTSS certification
- 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.

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

| Findings | Supporting Evidence |
|---|---|
| <p>Indicators</p> <p>D1.1. Professionally Acceptable Assessment Process: <i>The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.</i></p> <p>Administrators, Teachers, and instructional staff effectively use equitable assessments such as the CAASPP (CA State Testing) and the ELPAC (English Language Proficiency), i-Ready, Canvas, SEIS, and Edgenuity to analyze and report schoolwide student performance data to various entities. For example, the CAASPP (CA State Testing) and ELPAC (English Language Proficiency) are conducted yearly in Area 4. The results are used to assess if that student is on target for grade level learning. The results of each State Assessment are shared with students, parents, guardians, OC Probation Department, and the students’ District of record. The other assessments, either formative or summative, are used along with a variety of resources and technology to inform the development of our action plan and SPSA alignment with the LCAP. Additionally, Speech Pathologists, Special Ed Teachers, School Psych, General Ed Teachers communicate such results to parents, and collaborators during a students’ IEP (Individual Education Plan).</p> | <ul style="list-style-type: none"> ● CAASPP and ELPAC ● i-Ready assessment every three months ● Availability of transcripts (Aeries) ● SEIS - for Special Ed. ● Edgenuity ● Clever ● Canvas ● Savvas Math (adopted math curriculum) |

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.*

California State Standards serve as the basis for determining growth and performance levels. Administrators, teachers, and instructional staff have agreed upon using the i-Ready Diagnostic Testing in Reading and Math three times a year to determine, monitor, and offer instructional support for students who are testing below their grade level. Additionally, results from State mandated tests such as the ELPAC, CAASPP and CAST tests are uploaded into the AERIES database, which teachers and support staff have read-only access to help determine course placement and academic level. The California State Standards for subject matter serve as a basis for determining growth and performance levels. Summative and formative assessments are monitored regularly through the academic year. Active participation, student mastery of content, student work products, data driven instruction planning and student success towards these individual learning objectives are what guides the learning process and grading. The use of individualized course programs like Edgenuity, whose cumulative assessments, lessons, and records follow the student as they navigate throughout our schools, allow teachers, support staff and students to have continued access to curriculum and assessment in individually assigned subjects without a break. Teachers also utilize individual classroom assessments based on and generated by the agreed upon district curriculum adoptions.

Curriculum committees, consisting of school administrators, TOSAs and support staff, are always examining, reviewing and designing curriculum to be utilized in the classroom. Teachers provide work to be completed to earn credit. Students must achieve at least a 60% proficiency to earn a passing grade.

School counselors and teachers analyze students’ transcripts, local and state assessment results. Based on findings, utilizing the Master Agreement procedure, teachers determine the appropriate classes for students to enroll and skill-based goals to be accomplished within the course contracts.

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.*

- Woodcock Johnson
- Woodcock Johnson Oral Language
- Brigance
- Formal & Informal Observation
- Assessment subject matter
- [Special Education Resources and Assessment Tools](#)
- i-Ready
- LPAC
- Aeries
- Edgenuity
- California State Standards
- i-Ready
- Report Cards
- Individual Teacher Assessments (formative and summative)

- Aeries
- SEIS
- PLCs
- Edgenuity

Administrators, Teachers, and instructional staff use a variety of tools to effectively monitor student progress. The school has adopted the use of AERIES database and SEIS to track and monitor student growth. Furthermore, Edgenuity, Canvas, and Clever all provide avenues for stakeholders to monitor student progress. Through regular Professional Learning Communities (e.g., PLCs), teachers meet to discuss student work, student reports are presented to provide data and analysis regarding state testing results, grade distributions, class size, etc. Teachers look at completed student work to assess the rigor and find common errors among students to guide future lesson plan design and instruction. It is through the analysis that occurs within these groups that administration and staff are able to assess and monitor student growth.

- Canvas
- Clever

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.

Leadership and instructional staff have revamped the core curriculum and course contracts to include state standards and objectives to effectively monitor student progress.

Area 4 school sites provide 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, iCEV online platform is offered in all of our classrooms and provides our students with a certificate in Professional Communication, Express Employment, and Personal Finance upon completion.

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.*

- CAST
<https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>

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| <p>Administrators, Teachers, and instructional staff are involved in assessing and monitoring the students’ progress. All local school assessment results as well as state and national standardized tests are available to educational right holders and teachers previously mentioned. PLC meetings provide the opportunity for staff to analyze student work, discuss credit completion, grades, and areas of student growth and accomplishment as well as areas of need. The special education department facilitates the identification, development, creation, and monitoring of Individual Education Plans for students with disabilities. As an individual participates in grade level, scaffolded and/or accommodated curriculum and assessments based on their identified needs, PLCs and teachers examine and analyze student work. Specialists, such as Speech Pathologists, Special Education Teachers, and School Psychologists compare this work to standards based models, rubrics, and/or formative skills assessments. This analysis is also included in part or all of the IEPs for students.</p> <p>D1.5. Schoolwide Modifications Based on Assessment Results: <i>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.</i></p> <p>Assessment results continue to show an achievement gap between special education students and general education students. With professional development activities, teachers and staff are able to participate in school-wide events from evidence based research in the field. Teachers have participated in curriculum training, technology training and school safety regarding drugs and internet safety all aimed at improving student outcomes. The school meets on a regular basis within departments to provide feedback from PLC leaders with student needs. From this, school wide Professional Development is identified by analyzing student achievement data to inform instruction, identify students and subgroups in need, and allocate resources.</p> | <ul style="list-style-type: none"> ● CAASPP ● IEP’s ● PLCs ● ELPAC ● Professional Development Opportunities ● PLC Meetings ● Staff Meetings |
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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

D.2 Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the below indicators; include supporting evidence.*

| Findings | Supporting Evidence |
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| <p>D2.1. Demonstration of Student Achievement: <i>Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</i></p> <p>Teachers and instructional staff use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. For example, teachers are given iReady assessments of each student in class. It measures the competency levels of English and Math and breaks down what students are struggling in. Teachers incorporate that knowledge into their instructional approaches so they can target learning gaps in their students. Teachers use quizzes and chapter/unit tests to make sure students have mastered a certain concept in their class. Using the results of those assessments, teachers modify their future curriculum. They may at first review the material of subjects/concepts that students struggled on and adjust their teaching so they emphasize that material better and in a more innovative way. Warm up questions are often used in math classes. It is a way to test and review background math skills. How well students complete daily warm up questions gives teachers insight on what to spend more time on. Moreover, when teachers have students come up and explain their thought process, teachers can identify fallacies in the way they approached the problem and can address those fallacies by modeling how to correctly approach a problem. Conducting school-wide essay prompts is another way teachers assess the writing skills of students. Students are given a topic and write a 5-paragraph essay. All teachers review those essays and give them a grade based on grammar, organization, and content. This gives English teachers an indication of the writing skills that need to be targeted in the classroom. This leads to more lessons to address writing needs of students. As important as a students' history of growth, educators combine this with daily feedback and dialogue with students to best assess a student's individual needs. Constant dialogue allows educators to understand what works best for student needs.</p> | <ul style="list-style-type: none"> ● iReady ● Quizzes ● Chapter/Unit tests ● Warm up questions ● Classroom Discussion ● School-wide essay prompt ● Pre/Post surveys ● Unit Review Games (Kahoot.it, TeachersPayTeacher) ● Reteach for understanding ● Career Interest/Personality tests ● iCEV course and exam ● Edgenuity CTE/Core Courses with quizzes/unit exams |

| Findings | Supporting Evidence |
|---|---|
| <p>D2.2. Teacher and Student Feedback: <i>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.</i></p> | <ul style="list-style-type: none"> ● Unit review games ● Resume review and follow up ● Scheduling of career/life/college speakers based on student interest ● Career Interest |

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| <p>Teachers provide a variety of ways in providing timely, specific, and descriptive feedback to support students in achieving learning goals, academic standards, college and career readiness and schoolside outcomes. Teachers are providing constant feedback or students provide feedback on a daily basis to support learning and prepare students for college, career, and life. For example in regards to college and career, teachers use student feedback and dialogue to find out the needs of students. Students will write on post-surveys on what they feel they did not understand about a certain presentation so that teachers can review again. They will also write down what they wish to learn more about. Post surveys include the way students are being taught. If the information presented is being shown in a boring or incoherent way, students can express how they feel about the presentation and will help teachers adjust the way they teach so students can understand better.</p> <p>Sometimes, students and teachers will have a dialogue about their needs. In turn, teachers, and school staff provide ways to address that through bringing in college and career speakers, updating presentations, and creating presentations to help them with college, career, or life skills. Instructional staff provide feedback by reviewing students' resumes, writing specific things they need to work on. They follow up with students, tell them what they did wrong on the resumes and what they need to do instead. Students continue to work on resumes until they perfect their resumes. Career interest forms are used to see what careers our students are interested in. Based on the feedback, presentations are created that explore careers of interest.</p> <p>Teachers provide constant feedback with students on a daily basis. Teachers correct tests, quizzes, or classwork and provide written feedback to students so students can see their gaps and identify things they need to work on in class. Review games like Jeopardy is another way students provide feedback to students. If students answer a question incorrectly, the teacher gives the correct answers and reviews that concept in class to ensure students are aware of it. Teachers are also providing opportunities in class for students to dialogue with one another and with the teacher about learning experiences. This way teachers learn from students, and students can learn from teachers and their peers. Teachers also ask questions throughout their daily curriculum to see if their students understand the concept being taught to them and then respond with more follow questions to ensure students are learning.</p> | <p>Form</p> <ul style="list-style-type: none"> ● Class discussions ● Post -surveys ● Edgenuity Courses with quizzes and unit exams ● Scaffolding instruction and assessments ● State approved curriculum with embedded assessments ● Edgenuity CTE courses with quizzes and unit tests. ● iCEV Certification Program ● ELDA support |
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**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. ACCESS adopted a rigorous curriculum in core subjects via textbook and online.
2. CAASPP and ELPAC State Exams used to re-designate an English Learner to English Language Proficient.
3. College and Career Readiness opportunities through CTE Labs and iCEV online learning.
4. A variety of online portals (Canvas, Clever, Edgenuity, i-Ready) to support student learning in core subjects and electives. Online learning combined with teacher led instruction provides a rich learning environment for our students.

Areas of Growth

1. Increase the use of Professional Development for Teachers and Paraprofessionals to improve instruction through the analysis of data to impact student learning.
2. Grow the Career and Technical Education within ACCESS in order to better prepare students for a college or career path post high school graduation.
3. Continue to grow the ELD program as a means to support the Emergent Bilingual Student and improve ELPAC scores for reclassification.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

1. Provide additional support for English Language Learners.
2. Most of the students are deficient in academic credits and have gaps in learning.
3. Improve on-going and consistent assessment to best targets learning gaps
4. Provide additional support for students with IEPs for emotional disturbance.

List any additional identified student learner needs that resulted from the Focus Group analyzes

1. Based on the comprehensive Needs Assessment and focus group discussion, no additional needs were identified for 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

1. Increase the CTE Program by implementing more CTE classes and labs and recruiting more teachers who have obtained their CTE Credential.
2. Improve community partnerships through college workshops and field trips to show students what life after high school can become.
3. Improve the integration of Social Emotional Learning across the core academic subjects.

Identify important next steps within the schoolwide action plan/SPSA.

1. Expand CTE opportunities for Area 4 students.
2. Provide college field trips, college fairs and college representative presentations for students.
3. Expand implementation of MTSS

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 variety of culturally sensitive strategies to encourage family and community involvement, especially with the teaching process.

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

| Findings | Supporting Evidence |
|--|--|
| <p>Parent Engagement</p> <p>E1.1. Indicator: <i>The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.</i></p> <p>Otto Fischer School (at Juvenile Hall), Youth Leadership Academy (YLA), Rio Contiguo School (at Youth Guidance Center), William Lyon School (at Orangewood), and the Youth Reporting Center (YRC), also known as Juvenile Court</p> | <ul style="list-style-type: none"> ● School Calendars ● Student Transcripts ● College Applications ● Change of |

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| <p>Schools /Area 4, is a part of the Alternative Education Division of the Orange County Department of Education (ACCESS). These schools work in collaboration with county offices, community organizations and other departments within ACCESS to ensure the involvement of important stakeholder groups. Our schools regularly collaborate with the Orange County Probation Department, Orange County Healthcare Agency, and departments within ACCESS (Alternative Community and Correctional Educations Schools).</p> <p>Parents and guardians are informed of his/her child’s education in a number of ways. Upon being enrolled at Otto Fischer School, our Family Community Liaison sends a packet of information to parents and guardians to inform them about our school. Rio Contiguo School, Youth Reporting Center and Otto Fischer School currently hold monthly zoom meetings for parents to ask questions about the school their child is attending and to meet school staff. In 2019 Otto Fischer School hosted an Open House of the Student Transition for Education and Parent-Engagement Program (STEPP) Center, to welcome parents and share information about Orange County Probation and other community partners. We also have a School Site Council (SSC) which includes 1 principal, 4 teachers, 1 school staff, 3 parents/community members and 3 students. This group meets 3 times per year and can meet more often if needed. During these meetings parents have the opportunity to share their voice and contribute to a positive and healthy school environment. Parents are also included in Student Intervention Meetings (SIT), Individualized Education Meetings (IEP). Stakeholders at IEP and SIT meetings include staff such as Probation, Social Services, Foster Youth Services, general and special education teachers, School Counselor, School Psychologist, School Nurse, Clinician and an interpreter who share academic information as well as progress on behavior. Materials and services are provided in English and Spanish. Senior Transition Specialists work with Probation and families to help students with their next school placement once they are released. Family Community Liaisons offer support to parents and families while they are in our schools as well as a 30-day follow up to measure student progress and continue to provide support.</p> <p>One of the ways that Otto Fischer school staff regularly collaborate with OC Probation and the other collaboratives on site at Juvenile Hall is by having the Program Director or a Site Liaison attend monthly management meetings. During these meetings school staff is able to share updates about the school with other agencies such as the medical unit, CEGU (MHCA) and unit supervisors. Our schools also work with community agencies and partners such as Underground Grit, Project Kinship, Taller San Jose Hope Builders, Wraparound, Youthful Offender Wraparound, Collaborative Courts , Regional Occupational Programs, Southland Sings, Open Gate International, Young Americans, Summer at the Center and</p> | <p>Status Forms</p> <ul style="list-style-type: none"> ● Sign In Sheets ● IEP Meeting Notes and Sign In Sheet ● SIT Meeting Notes and Sign In Sheet ● Title I Family ● Community Liaisons ● Title I Senior Transition Specialists ● School Site Council ● Agendas and Sign In Sheets ● FASST Meeting Agendas and Sign In Sheets <p><i>Partnering Agencies and Programs</i></p> <ul style="list-style-type: none"> ● Regional Occupational Programs (ROP) ● Southland Sings ● Summer at the Center ● Young Americans ● Taller San Jose Hope Builders ● Inside the Outdoors ● Second Harvest |
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| <p>Ready Set OC to provide resources and learning opportunities to students.</p> <p>We offer many ways for parents to be engaged and to connect them to the community for further support, but one obstacle our sites face is the high turnover of students.</p> | <ul style="list-style-type: none"> ● Food Bank ● Youthful Offender Wraparound ● Project Kinship ● Underground Grit |
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement and 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. Prompt: *Evaluate the school effectiveness in addressing the criterion and each of the below indicators; include supporting evidence.*

| Findings | Supporting Evidence |
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| <p>E2.1 Safe Clean and Orderly Environment: <i>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.</i></p> <p>Area 4 has policies and procedures to ensure that all students and staff are at sites that are safe, orderly and conducive to learning. It is a strength of our school sites. School staff and substitute teachers are trained on safety procedures at the institutions and go through clearance/background checks to ensure safety for other staff and students. Site Safety plans are updated annually in collaboration with Probation and our ACCESS Safety and Health Manager. Teachers in the classrooms are equipped with telephones, radio or personal duress systems and security cameras. There are regular earthquake drills in the classrooms and we annually participate in the Great American Shakeout.</p> <p>ACCESS Clinicians are trained in crisis intervention, restorative practices and threat assessment and work collaboratively with CEGU/HCA to ensure the safety of all students. Clinicians regularly attend meetings with Unit Q teachers, probation and medical staff so that they can collaborate with CEGU and Probation Staff in order to keep students safe.</p> <p>In order to create a positive environment while students are online the IT Department</p> | <ul style="list-style-type: none"> ● Probation Regulations ● Safety Training Materials ● Student Incident Reports ● Substitute Training Materials ● Staff and Substitute Teacher Sign in Sheets ● Staff Meeting Agendas ● Evacuation Plan ● Site Safety Plan ● Emergency Contacts Binder |

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| <p>at OC Department of Education have installed firewalls to prohibit access to websites that are inappropriate, unsafe or not educational. All students must review our Acceptable Use Policy where rules for appropriate internet use.</p> <p>In the Special Education Department IEP's may include nutrition plans for students with certain health conditions and these are developed with the medical unit and School Nurse. Some IEP's can also include behavior plans to help support the student while in the classroom so that everyone is safe. All classrooms have rules and expectations that are reviewed with students in order to ensure they are safe. Along with that there COVID protocols that are followed in the classrooms such as wearing masks, social distancing and providing personal protective equipment to teachers in their classrooms.</p> <p>E2.2. High Expectations/Concern for All Students: <i>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.</i></p> <p>Our school sites demonstrate a culture of caring and concern for all students that honors and considers individual differences, social emotional needs and is conducive to learning. One of the ways this is done is by displaying student work in the classrooms and hallways of our facilities. This motivates students to create quality work that can be displayed with pride. Another way that high expectations are set and encouraged is by providing positive behavior reports to parents when a student accomplishes something positive. This is done in the form of a phone call to parents from our Family Community Liaison. There are also honor roll celebrations for students where they receive a certificate. Prior to COVID we would also hold graduation ceremonies for students and would have school staff, probation staff and their families attend in order to celebrate the completion of their High School Diploma.</p> <p>There are also many staff that are available to students to help and support them. There are tutors available for students who need support in particular subjects. Each classroom also has paraeducators in each of the classrooms to help support student learning in each of the classrooms. Senior Transitions Specialists are also available to help students explore careers and plan for their next step after graduating High School.</p> <p>E2.3 Atmosphere of Trust Respect and Professionalism: <i>The entire school community has an atmosphere of trust, respect, equity and professionalism.</i></p> <p>Each of our sites has an atmosphere of trust, respect and professionalism, Student's are expected to maintain proper dress code and wear proper attire as required by</p> | <ul style="list-style-type: none"> ● Internet Acceptable Use Policy Forms ● Uniform Complaint Procedure ● SARC ● School Calendars ● Graduation Ceremony Programs ● Teacher Lesson Plans ● Student work samples ● Parent and student surveys ● Staff Surveys ● Dedicated and caring staff ● Parent communication ● Transition Specialists ● Student behavior rules and expectations |
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| <p>probation. Also, Social Services and Probation staff help create a safe and secure environment that is conducive to student learning.</p> <p>School rules and expectations are reviewed in the classrooms and oftentimes posted so that students can refer to them. Teachers are provided appropriate teaching materials for all types of learners. Teachers carry and express themselves in a professional manner and treat one another with trust and respect. Staff and teachers collaborate regularly to support student success and also meet yearly for staff development and to exchange ideas to effectively support students. Regular staff meetings are also held to maximize communication.</p> | <ul style="list-style-type: none"> ● Dress Code ● Staff Meeting/Staff ● Development Agendas ● School Leadership ● Support from ACCESS, OCDE, Title I, Title III ● SARC |
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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. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| <p>E3.1. Academic Support Strategies for Students: <i>School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.</i></p> <p>A strength of Area 4 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. Area 4 school sites utilize i-Ready as a universal screener assessing math and reading. An Area 4 Juvenile Court Schools form also could be called an Individual Learning Plan (ILP) is created between an SRT, teacher and the student with support from the school counselor, to design a plan to achieve credits in courses towards meeting the high school diploma graduation requirements. Staff obtain and review student records resulting in an ILP. Classroom instruction supports student academic achievement, encourages personal growth, and utilizes culturally-appropriate curricula.</p> <p>ACCESS implements the MTSS framework across its network of school sites</p> | <ul style="list-style-type: none"> ● MTSS ● ILP ● School Psychologist ● School Counselors ● Transition Specialists ● Family Community Liaisons ● Tutoring ● Paraeducator Support ● Library Resources |

ensuring all students at all levels academic needs are met. Staff members are working towards a certification in the [California MTSS Pathway certification for Schools](#) with a two-year completion goal.

ACCESS 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.

ACCESS 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.

Students receive academic support through tutoring and paraeducator services. All general education classrooms have paraeducator support and the special education classrooms do as well. Tutoring is also offered for those students who may benefit from additional support.

There is also a library available to students where they can access materials to read. The library at Otto Fischer School also offers the opportunity to expand learning through guest speakers.

Students also have access to speak to Transition Specialists who will help them with planning for college and or a career. Probation also offers college services where the students are able to apply to college and enroll in classes. At Rio

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| <p>Contiguo School the Transition Specialists conduct workshops and lessons on study skills, and other subjects to support college student learning. There are also virtual college tours and guest speakers from other colleges. High School students are also given presentations on topics such as high school credits and job etiquette. Area 4 provides a wide array of resources and support specialists for academic and emotional growth for all students.</p> | |
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| Findings | Supporting Evidence |
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| <p>E3.2. Multi-Tiered Support Strategies for Students: <i>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.</i></p> <p>The <i>Student Intervention Team (SIT)</i> 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 <i>Student Intervention Team (SIT)</i> 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 <i>SIT</i> process can be used to address issues around academics, behavior, and truancy, non-attendance for contract learning programs or social-emotional concerns.</p> <p>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.</p> <p>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), ELDA’s, Title III Program Specialist, Reading Intervention Specialists, Math Intervention Specialists, and Paraeducators, and Transition Specialists.</p> | <ul style="list-style-type: none"> ● SIT ● IEP ● Reading Intervention Specialist ● Math Intervention Specialist ● Paraeducator ● Transition Specialist ● ELDA’s |

| Findings | Supporting Evidence |
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| <p>E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: <i>The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.</i></p> <p>MTSS and PBIS frameworks provide 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.</p> <p>Monthly attendance reports display the usefulness of truancy support and intervention success at the YRCs.</p> <p>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, increased attendance, and improved behavior are indicators that the support systems are benefiting students.</p> <p>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. A classroom placement for students with severe emotional disturbance for the Lyon School is an area for discussion and planning.</p> | <ul style="list-style-type: none"> ● MTSS ● PBIS Frameworks ● CAASPP ● i-Ready ● Monthly Attendance Reports ● Staff Surveys ● Student Surveys ● Parent Surveys ● Attendance Reports ● Behavior Reports ● SIT |

| Findings | Supporting Evidence |
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| <p>E3.4. Co-Curricular Activities: <i>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.</i></p> <p>ACCESS 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.</p> | <ul style="list-style-type: none"> ● Summer at the Center ● Lyrics ● Art for Healing ● Warming Hearts for the Holidays ● Career Success Week ● PureGame ● CTE ● Field Trips ● CollegeCareer |

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| <p>As previously mentioned, Area 4 provides a variety of co-curricular activities such as: Summer at the Center, Beats, Art for Healing, Warming Hearts for the Holidays, Career Success Week, College and Career Day, Field Trips, PureGame, and CTE.</p> <p>AREA 4 facilitates visits from famous authors on an annual basis to speak to students. Prior to the pandemic, Gustavo Arellano and Amir Whitaker visited our school Feb 2019 and April 2019, respectively.</p> | <p>Day</p> |
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| Findings | Supporting Evidence |
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| <p>E3.5. Student Voice: <i>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.</i></p> <p>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.</p> <p>Student voice encourages students to be lifelong learners through engagement in instruction and access to resources that support student choices, interests, and ambitions. Area 4 effectively engages students in a variety of programs like Summer at the Center, field trips, JJC essay contest, guest speakers who bring in real world experiences that support this outcome.</p> | <ul style="list-style-type: none"> ● Student Surveys ● Guest Speakers ● Field Trips ● Summer at the Center ● JJC Essay Contest |

**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 commitment to the MTSS model & practices
2. Effective collaborations with community partners to support students and families with their academic and social emotional needs

3. Safe school environments
4. The amount and variety of resources and staff to support student success

Areas of Growth

1. Continue to provide improved and additional modes of communication with parents
2. Additional School Counselors
3. Increase CTE space and pathways
4. Increase Mental Health support especially for students with severe needs

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

1. Improve support for students with substance abuse
2. Increase supports for students with social -emotional needs
3. Increase the number of CTE pathways

List any additional identified student learner needs that resulted from the Focus Group analyses.

No additional needs have been identified for 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, offer parent workshops and Open Houses, and implement a parent portal to check grades and attendance to better support student growth for the YRC students.

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, expand implementation of MTSS, increase parent engagement to support student learning, and create wellness space opportunities at Lyon school.

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

Summarize the identified major student learner needs based on Student/Community Profile, Focus Group findings, and California School Dashboard Results of student groups.

1. There is a critical need to support all students' social-emotional needs.
2. There is a critical need to support all students in all academic areas, specifically in the areas of math, writing and ELA as identified by our Needs Assessment.
3. According to the SBAC, writing was identified as an area of growth. The data shows that 17% of students tested “performed at the met standard” or “exceeded the standard” of ELA.
4. In the area of mathematics, we have identified math concepts and procedures as a focus for growth. According to the CAASPP, the data shows that 2% of the students tested performed at the “met standard” or “exceeded standard” for math.
5. According to the i-Ready Diagnostic Results for ELA, only 7% of students entering Area 4 schools were on student level for ELA, 16% were 1 level below and 77% were 2 or more levels below.
6. According to the i-Ready Diagnostic Results for Math, only 3% of students entering Area 4 schools were on student level for Math, 9% of students were 1 level below and 88% of students were 2 or more levels below.
7. Improve the system of measuring professional development effectiveness on student learning.
8. Development of an informal classroom observation tool.
9. Provide additional opportunities for parent engagement and parent communication.
10. More readily accessible data for teachers so students do not repeat courses or can continue where they left off.
11. Increase utilization of MTSS supports and services.
12. Investigate ways to further support EL students.
13. Develop and expand CTE pathways, programs and courses in Area 4.
14. Increase the use of Professional Development for teachers and paraprofessionals to improve instruction in the classroom.
15. Continue to grow the ELD program as a means to support the EL students and improve ELPAC scores for reclassification.
16. Additional school counselors are needed.
17. Additional mental health support needed for Area 4 students.
18. Most Area 4 students are deficient in academic credits and have gaps in learning.
19. There is a critical need for additional support to students with IEPs for emotional disturbance.

ACCESS and Area 4 are committed to implementing [MTSS](#), a framework designed to address the academic and social-emotional learning needs of all students. This framework is data-driven and identifies students who require interventions.

This indicates these results again reflect the level of students who enter our program and the gaps in learning they possess for a variety of reasons we have mentioned in the report. These are the challenges leadership and educators face in Area 4, but do not reflect the quality of education we provide to all students upon entry into Area 4 schools.

The majority of the eleventh graders in ACCESS have had Algebra I only and a few have taken higher math classes. This is one contributing factor to Area 4 math scores. This is an area that clearly needs to be addressed on multiple levels.

There is a need to continue to develop a multi-tiered system of supports to meet academic needs in both Language Arts and mathematics. We will continue to develop and implement our MTSS plan as a collaborative structure to identify student needs and track student instructional interventions.

There is a need for increased support in the area of writing development. Some strategies include increased tutoring, training from the district level to support writing curriculum for teachers, working with the reading specialists to identify specific resources and tools to support students identified with levels either “near” or “below standard” on the SBAC.

There is a need for increased support in the area of mathematics. Some strategies include working with our Math Program Specialist to identify specific resources and tools to support students who score “near” or “below standards”. Additionally, 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.

There is a need for standards-aligned and personalized curriculum and multiple scaffolded learning experiences, to ensure that all students meet grade-level standards as they prepare for post-secondary life.

Chapter V: Schoolwide Action Plan/SPSA

A. Revise the schoolwide action plan/SPSA. Ensure the plan is aligned with the LCAP goals.

1. [Area 4 Action Plan](#) (Action Plan)
2. [School Plan for Student Achievement](#) (SPSA)
3. [OCDE LCAP 2022-2023](#) (LCAP)
4. [LCAP/SPSA Alignment](#)

B. State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.

Based on the student population that Area 4 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 to ensure a continuous school improvement process.

1. Upon completion of the WASC Self-Study, Area 4 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.
2. The WASC Action Plan's goals and actions will be incorporated into ACCESS's annual LCAP.
3. Area 4 leadership team will continue to meet and work with school staff to address goals identified in the action plan.
4. Implementation will be monitored throughout LCAP, SSC, and other meetings throughout the year.

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](#)
- E. [Master schedules for all five schools](#)
- F. Approved AP course list–AP courses not offered
- G. [UC a–g approved course list](#)
- H. [Additional details of school programs, e.g., online instruction, college - and career-readiness programs, partnership academies, IB, AVID](#)
- I. [California School Dashboard](#) performance indicators
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [ACCESS Graduation Requirement Graduation requirements](#) – AB 1806 for homeless youth
- M. [Title I Services in Area 4, Explanation of Title 1 Services for Area 4](#)
- N. [Budgetary information, including school budget](#)
- O. [Glossary of terms unique to the school.](#)
- P. [School Plan for Student Achievement](#)