

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for PI shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below.

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

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

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See <i>DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5</i>)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The Orange County Department of Education (OCDE) operates educational programs for one of the largest at-risk student populations in all of the 58 counties in California. Our Western Association of Schools and Colleges (WASC)-accredited alternative education program, known as ACCESS, (Alternative, Community, and Correctional Education Schools and Services) provides educational options county-wide for at-risk students who have not been successful in traditional school environments. The program has an average daily attendance of approximately 8,000 students and enroll 18,000 students annually. The OCDE also operates schools serving students with severe physical and cognitive disabilities.</p> <p>The OCDE is comprised of four unique school programs serving specific student populations:</p> <ol style="list-style-type: none"> 1. The <i>ACCESS Community School Program</i> is most often a short-term placement for students who are highly transient due to issues such as truancy, 				

<p>expulsion, drug use, gang affiliation, adjudication, teen pregnancy/teen parenting, homelessness, and foster youth placements. These students are often credit deficient, disenfranchised, and have significant gaps in their knowledge of core academic skills.</p> <p>2. <i>Juvenile Court Schools</i> are also provided by the Orange County Department of Education. Through these services, we educate adjudicated youth in juvenile hall, probation camps, and social service emergency placements. These students are wards of the court and are often transferred between juvenile court schools as a result of Probation guidelines. The average stay within these facilities is between 30 and 60 days.</p> <p>3. <i>Orange County Community School: Community Home Education Program (K-8) and Pacific Coast High School (9-12)</i> are the Orange County Department of Education's home independent study programs supporting parents who wish to teach their children at home. For various reasons, these parents often choose to exempt their children from participating in the California Standards Test administration which impedes our ability of achieving a 95% participation rate as set forth in the No Child Left Behind Act of 2001 (NCLB).</p> <p>4. <i>Special Schools</i> serves students with severe physical and cognitive disabilities that preclude them from attaining academic progress and as measured by California Standards Tests (CSTs). Included in this group are also students with severe emotional disabilities that interfere with academic achievement as measured by the CSTs and the California High School Exit Exam. (CAHSEE).</p>				
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<p>ACCESS, a county-wide program, is divided into Administrative Units (AUs) to support students and provide partnerships with the local school districts. Each AU has an administrative team consisting of a Program Administrator or Principal, and Assistant Principal(s), as well as a team of support staff. The AU administrators work under the supervision of the ACCESS Directors and the Associate Superintendent of Alternative Education.</p> <p>According to Data Quest, for the 2010-2011 school year, English Learners (ELs) represented approximately 33% of the overall student population within three of the four programs described above, making them a high-priority focus. Over 45% of the population enrolled within ACCESS is classified as either EL or Fluent-English-Proficient (FEP).</p> <p>Our highly transient student population creates challenges in regards to meeting No Child Left Behind (NCLB) targets for both testing participation rates and student achievement. These are significant criteria areas determining Adequate Yearly Progress (AYP). This is especially true within the juvenile court system, which transfers students between county institutions and community schools as deemed necessary. For many students, these transitions happen often and without prior notice to the school.</p> <p>Reasons the prior LEA plan failed to bring about increased student achievement:</p> <ul style="list-style-type: none">• Many ACCESS students perform at Below or Far Below Basic levels on the California Standards Tests and demonstrate minimal core academic skill development.• ACCESS students demonstrate unpredictable attendance and high rates of truancy.				
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<ul style="list-style-type: none"> • ACCESS students are enrolled for far shorter periods of "continued" enrollment than would be characteristic of a traditional district program • ACCESS has a significantly higher percentage of Students with Disabilities than found in traditional school settings. As a result of the alternative delivery system, ACCESS is challenged with addressing the unique educational needs of this population. • ACCESS continues to work toward developing a uniform standards-aligned curriculum (program and instructional practice), intervention materials for students performing 1-2 years below grade level or intensive intervention programs for students more than 2 years below grade level. • Due to the high mobility and short term nature of our student population, a more systematic approach to the use of Performance Series for pre- and post-testing is needed. While our implementation has improved, we post-test students on average every six months; our goal is to post-test students every 90 days. • While there is strong participation in staff development, we continue to improve application and implementation of training outcomes across ACCESS. • Within the majority of our Community School AU's, school sites are located at multiple locations which makes it difficult to foster teacher collaboration and communication. • Lack of student participation, engagement, and attendance which leads to lack of achievement and academic failure. 	<p>ACCESS Assessment and Accountability (AAA)</p>		<p>\$93,700</p>	<p>CAHSEE Intensive Remediation Funding (CAHSEE Funding)</p>
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<p>Plans to address these needs:</p> <ul style="list-style-type: none"> Improved implementation and ongoing professional development for staff in delivering specialized instruction targeting the core academic needs of all student populations, including EL students, homeless students, special education students, and students with poor attendance. Purchased a Data Toolkit (Illuminate) to facilitate the dissemination of testing data for the purpose of driving instruction and setting and monitoring academic goals to increase student achievement. The Truancy Response Project is a multi-agency program designed to target chronically truant youth. The program provides a progression of intervention actions up to and including formal court action. A formal, uniform process is in the initial implementation stage for the Community Schools in ACCESS. ACCESS Community School principals are partnering with the Orange County District Attorney's Office to establish consistent practices and procedures to address issues related to severe student truancy. ACCESS is transitioning to Common Core Standards, which requires implementation of a rigorous, standards-aligned curriculum in the all subject areas to ensure greater instructional fidelity and increase student engagement. 	<p>ACCESS Administrators, Teachers, Paraeducators, Title I Tutors</p> <p>AAA AAA Manager</p> <p>ACCESS Administrators, School Nurse, Clinicians, Teachers, District Attorney (DA), Probation, Parents</p> <p>OCDE Instructional Services Staff, Curriculum and Learning Administration Staff</p>	<p>Staff salaries to attend meetings</p> <p>Work hours for staff involvement</p> <p>Conference registration fees, release time for professional development</p>	<p>\$125,000 (includes a percentage of the Homeless Set-Aside)</p> <p>\$23,200 annually</p> <p>\$456,885 (Clinician salaries, portion of staff salaries) District Attorney Salary</p> <p>\$63,675</p> <p>\$35,000</p>	<p>Title I Part A General Fund</p> <p>CAHSEE Funding</p> <p>JJCC (Juvenile Justice Coordinating Council) Funding, General Fund</p> <p>Staff Development Funds, Curriculum and Learning Budget</p>
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<ul style="list-style-type: none"> Greater fidelity and continued implementation of research-based intervention programs and instructional materials to meet the needs of students performing below grade level. 	<p>Curriculum and Learning Administration Staff, RELs, CBL Liaisons, Standards and Curriculum Committee</p>	<p>Planning time for RELs and CBL Liaisons, Student Licenses for Revolution Prep</p>	<p>\$76,800</p>	<p>Staff Development Funds, Instructional Materials Funding Realignment Program (IMFRP)</p>
<ul style="list-style-type: none"> Through leadership training and the piloting of collaborative opportunities, increase administrators' understanding of and ability to evaluate instructional programs and interventions. 	<p>Curriculum and Learning Administration Staff, ACCESS Leadership Team</p>	<p>Release time for staff</p>	<p>Included in estimates above</p>	<p>Staff Development Funds</p>
<ul style="list-style-type: none"> Continue to develop ACCESS-wide implementation of <i>Monthly English Language Development</i> (MELD), utilizing specially-trained teacher leaders who provide coaching, mentoring, and ongoing classroom-based support. 	<p>ACCESS Administration, RELs, Title III Program Specialist, EIA Program Specialist, Program Support Assistant, Title III Manager</p>	<p>Staff time for administration, teaching, and instructional support staff</p>	<p>\$203,579 \$102,126 \$101,800</p>	<p>Title III LEP EIA Staff Development</p>
<ul style="list-style-type: none"> Expand the pilot use of English Language Development Assistants (ELDAs) to a greater number of Fischer AU sites to support MELD instruction by increasing the opportunity for oral English language practice. 	<p>See above</p>	<p>See above</p>	<p>\$56,979 \$308,126</p>	<p>General Fund EIA</p>

2. Include specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).

Please describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, p.3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Goal #1 - Meet AYP/NCLB Requirements for Participation and Proficiency on State Tests</p> <p>Target: ACCESS student achievement goals and objectives are aligned with the AYP/NCLB requirements, as established by the state and federal government, as follows:</p> <ul style="list-style-type: none"> • 95% participation rate on key state assessments (10th grade CAHSEE and 2nd-5th and 6th -8th grade CSTs) • Target proficiency percentages, as established by NCLB: <ul style="list-style-type: none"> ○ 2005-2006: 11.2% (ELA) and 9.6% (Math) ○ 2006-2007: 22.3% (ELA) and 20.9% (Math) ○ 2007-2008: 33.4% (ELA) and 32.2% (Math) ○ 2008-2009: 44.5% (ELA) and 43.5% (Math) ○ 2009-2010: 55.6% (ELA) and 54.8% (Math) ○ 2010-2011: 66.7% (ELA) and 66.1% (Math) ○ 2011-2012: 77.8% (ELA) and 77.4% (Math) ○ 2012-2013: 88.9% (ELA) and 88.7% (Math) ○ 2013-2014: 100% (ELA) and 100% (Math) <p>Students in grade 10 (CAHSEE) and grade spans 2-5 and 6-8 (CSTs) must meet both participation and proficiency targets overall and in each significant subgroup.</p> <p>Our overall proficiency targets are not currently met, most notably among our subgroups of EL and socioeconomically disadvantaged students. As the targets for percentages of</p>	<p>AAA, ACCESS Administration, Curriculum, Learning, and Support Services (CLASS) Staff</p>	<p>Revolution Prep</p>	<p>\$37,500</p>	<p>CAHSEE Funds</p>

<p>proficient students increase each year, there continues to be challenges in meeting these targets. These challenges will be addressed through state adopted, local board approved, standards-aligned curriculum, and increased professional development in working with our lowest-performing students, who are represented in these significant subgroups.</p> <p>Participation continues to fall short of the required 95% threshold. ACCESS students, who are often habitually truant and defined as “at-risk”, are more likely to be absent during testing and motivating them to participate is an ongoing challenge. In addition, parents within our home school program sometimes opt to exempt their children from state testing requirements. Efforts are being made to generate value for these assessments and to encourage students to show up and do their best as an important part of their educational goals and objectives. Family Community Liaisons (FCLs) contact parents to inform them of test dates, provide information regarding test preparation, and answer any questions they may have related to assessment results.</p>	<p>Title I Family Community Liaisons (FCLs)</p>		<p>\$67,190</p>	<p>Title I Part A</p>
<p>Goal #2 - Student Academic Placement</p> <p>Target: Testing of all ACCESS students for the purpose of appropriate academic placement.</p> <p>The basis for academic proficiency and mastery of California Academic Content Standards begins with appropriate academic placement. Students lacking core academic skills require intensive and targeted intervention and proper assessment upon enrollment plays an important part in this endeavor. To this end, Performance Series ensures a timely and appropriate academic placement for all students, and also provides a 90 day post- test to allow students to demonstrate short-term academic growth. This</p>	<p>AAA</p>		<p>\$93,700</p>	<p>CAHSEE Funds</p>

<p>For the 2011-2012 school year, 43% passed ELA and 36% passed math. Our goal continues to be an increased passing rate, with a focus on proficiency, as well.</p> <p>For our EL students for the 2011-2012 school year, 31% passed math and 33% passed ELA. Our goal continues to be an increased passing rate, with focus on proficiency, as well.</p> <p>Goal #5 Special Education</p> <p>For a copy of the current SELPA Local Plan, please contact North Orange County SELPA, 1021 Bastanchury Rd., Ste. 161, Fullerton, CA 92833, (714) 641-5400</p>				
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Research indicates that student achievement is increased through the efforts of a highly qualified and committed staff that share leadership and view problem-solving as a distributed process done through collaboration. Extending staff training and developing regional cultures in which an on-going staff development model is in place will support instructional practices adopted by the division and be an essential element of the LEA Plan.</i></p> <p>Strategy: Regional Professional Learning Communities How: Train administration to create and support a professional learning culture.</p> <p><i>Research indicates that setting and monitoring goals and measuring results for learning are the most important processes in school-wide reform</i></p> <p>Strategy: Data-Driven Decision Making How: Continue to train instructional staff on the use of the Illuminate system that provides direct access to student achievement data and program participation.</p> <p><i>Research indicates that students with learning and social challenges require structure, clearly defined expectations, and consistent follow-through regarding attendance.</i></p> <p>Strategy: Increase student program attendance How: Truancy Response Project</p>	<p>ACCESS Administration, Title III Manager, CBL Liaisons, RELs, Title III Staff, AU Staff, ACCESS Support Services</p> <p>AAA</p>	<p>Illuminate, Staff Development Meetings, Student Consultation Team (SCT) Coordination</p>	<p>Included in above estimates</p> <p>Included in above estimates</p>	<p>Title III, Staff Development Funds, Assessment Flex Budget, Curriculum and Learning Budget</p>

<p><i>Research indicates that disenfranchised youth are often unable to set long-term or short-term personal goals, and benefit from strategic guidance and support.</i> Strategy: Promote successful student transitions within ACCESS and as students transfer out of the program. How: Title I School Counselor, Transition Specialists, and Career Coaches provide essential support, guidance, and referrals for students beginning with enrollment in an ACCESS school and during their transition back to the community or district school to increase the likelihood of future academic and personal success.</p>	<p>Title I School Counselor, Title I Transition Specialists, Title I Career Coaches</p>		<p>\$255,024 \$263,729</p>	<p>Title I Part A Title I Part D</p>
<p><i>Research indicates that selecting and committing to proven methods of instruction, and then adjusting as needed, will improve student achievement over time.</i> Strategy: Selecting and committing to proven research-based methods of instruction How: Adoption and implementation of SBE-adopted, local Board approved and standards-aligned materials in ELA/Mathematics and Intervention including but not limited to Character-Based Literacy (CBL), Systematic Academic Vocabulary Instruction (SAVI), Monthly English Language Development MELD, and All ACCESS Math</p>	<p>ACCESS Administration, CLASS Staff, Instructional Staff, RELs, AU Staff, CBL Liaisons, Title III Staff</p>	<p>Staff time for Administration, Teaching, and Instructional Support Staff, Purchase of materials, stipends, development of materials</p>	<p>\$35,000 \$51,000</p>	<p>IMFRP Staff Development General Fund</p>

<p><i>Research indicates that a collaborative and purposeful approach to instruction strengthens the academic fidelity of an educational program.</i> Strategy: Cohesive approach to supporting EL students How: Through the implementation of the ACCESS district-wide Title III Action Plan, which also includes AU Action Plans, to meet the needs of these high-priority students.</p> <p><i>Research also promotes a school-wide focus on English language development (ELD) along with a coherent standards-based curriculum and instructional program designed to foster academic language and content literacy across the curriculum.</i> Strategy: School-wide focus on ELD How: The California Department of Education has identified Project GLAD as an effective model to support ELD and foster academic language and content literacy while guiding and improving teacher instructional practice utilizing a standards-based curriculum model.</p> <p>In addition, Monthly English Language Development (MELD), an organized systematic method based upon the work of EL Achieve is embedded ACCESS-wide as the foundation of our ELD curriculum.</p> <p><i>Research validates administrator training in programs and practices designed to promote critical change, ensure program implementation, and thereby increase student achievement.</i> Strategy: Provide leadership training in all core academic programs How: Continue to design and implement professional</p>	<p>ACCESS Administration, CLASS Staff, Title III Manager, Instructional Staff, RELs</p> <p>ACCESS Administration, CLASS Staff, Title III Manager, Title III Program Support Assistant, Instructional Staff, RELs</p> <p>Same as above, and EIA Program Specialist,</p>	<p>Staff time for administration, teaching, and instructional support staff</p> <p>Staff time for administration and teaching, instructional support staff</p> <p>Same as above, and Stipends,</p>	<p>Included in estimates above</p> <p>Included in estimates above</p> <p>Included in estimates above</p>	<p>Title III LEP Staff Development</p> <p>Title III LEP Staff Development</p> <p>Title III LEP EIA</p>
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Action 1: Consistent use of California Standards-Based/Standards-Aligned curriculum</p> <ul style="list-style-type: none"> ACCESS utilizes a variety of math programs to meet the very diverse needs of our students but this approach lacked consistency throughout the program. Presently, Teacher Leaders are developing ALL ACCESS Math (AAM), a common, supplemental standards-based math program that is available to all ACCESS classrooms. This program provides a consistent experience that focuses on CAHSEE standards and the fundamentals of Algebra 1 with an emphasis on the Common Core Standards. AAM was inspired by the Gateway Math Grant and the Numeracy Project for alternative schools. AAM provides intensive and specific CAHSEE intervention. Teachers are given a plan to incorporate commonly used supplemental materials to support student learning. All ACCESS teachers have been provided AAM materials, and more than half report using them on a daily basis. A website for teachers is available with weekly lessons for teachers to utilize. In addition, the AAM committee is in the process of developing 66 lessons targeting the essential components of Algebra and key math concepts covered on the CAHSEE. The first 23 lessons are ready to be piloted with teachers. The lessons include vocabulary review, pre- and post-assessments, and guided practice, as well as information for tutorial and remediation support for students. 	<p>Math Leads, Math Committee</p>	<p>Release time for development of materials</p>	<p>Included in above estimates</p>	<p>Staff Development Funds</p>

<ul style="list-style-type: none"> ACCESS teachers value collaboration and the benefits of Professional Learning Communities based on common standards, materials, and goals. Teachers are increasingly more open to adopting a common textbook and have adopted CGP Math, which is comprised of three levels, General Math, Pre-Algebra, and Algebra 1. 	ACCESS Administration, AU Staff	Purchase of materials	\$95,000	IMFRP Funds
<ul style="list-style-type: none"> ACCESS continues to use Character-Based Literacy as the English Language Arts program in middle school as well as high school. Each month, students across ACCESS are assigned the same novel, according to their grade span, from the state-adopted literature list. The books are organized under five themes that comprise the focus of our Character Education program, which utilizes the Write Source books as an important grammar component. The lessons were designed at Santa Clara University to include a variety of almost 100 different strategies that are found to be most successful with alternative education students, including word walls and time lines. The Title III office provides modified and enhanced lessons and instructional supports to provide scaffolds as necessary for our EL students to have access to the core content. It is expected that administrators support, encourage, and monitor the implementation of CBL to ensure it is completed with fidelity and integrity. 	CBL Liaisons	Staff time for administration and teaching, instructional support staff	Included in estimates above	Staff Development Funds
<ul style="list-style-type: none"> For EL learners, we continue to utilize GLAD strategies to provide access to the core content. Teachers are trained to use a balance between explicit instruction and guided problem-solving tasks. 	ACCESS Administration, Standards and Curriculum Committee, GLADIators, RELs	Staff time for administration and teaching, instructional support staff	Included in estimates above	Title III LEP Staff Development Funds

<ul style="list-style-type: none"> • ACCESS-wide teacher training in Monthly ELD, an organized method of instructional delivery that follows a developmental scope and sequence of language skills and includes substantive practice, helps to ensure students increase their fluency and accuracy of the English language. 	<p>Title III Manager, RELs, Teachers, Site Administration</p>	<p>Staff time for administration and teaching, instructional support staff</p>	<p>Included in estimates above</p>	<p>Title III LEP Staff Development Funds</p>
<ul style="list-style-type: none"> • Teachers throughout ACCESS will utilize Systematic Academic Vocabulary Instruction (SAVI) strategies to: <ul style="list-style-type: none"> ○ Teach and reinforce high-utility academic words in multiple contexts. ○ Engage all students in dynamic academic discussions. ○ Accelerate academic language development for all students. ○ Enhance student comprehension and academic writing. ○ Effectively assess academic vocabulary knowledge. ○ Prioritize vocabulary for more robust instruction. ○ Pace instruction to ensure the success of English learners and striving readers. ○ Integrate brief, mediated academic writing tasks. 	<p>Same as above</p>	<p>Same as above</p>	<p>Included in estimates above</p>	<p>Same as above</p>
<ul style="list-style-type: none"> • Two ACCESS teachers became GLAD-certified in Spring 2012 and are working to create a climate for sustained support of Project GLAD throughout ACCESS. 	<p>Title III Manager, GLADiators</p>	<p>Staff time for administration and teaching, instructional support staff</p>	<p>\$3,000 \$5,600</p>	<p>Title III LEP Staff Development Funds</p>

<ul style="list-style-type: none"> • ACCESS continues to utilize Regional EL Liaisons (RELLs) within each ACCESS AU to serve as the regional coach and trainer sharing personal knowledge of regional issues, concerns, student population, etc. to assist the EL Manager in defining training needs and area of support. Each RELL is provided the option of one planning day per week to meet with teachers and an additional day each month to meet with all other RELLs to discuss issues and future coaching opportunities. • ACCESS administrators are encouraged to participate in training with their staff. They are also offered training in methods that identify the characteristics of a quality implementation, evaluation, and reinforcement, and the strategies necessary to monitor student progress to determine overall effectiveness, as well as the additional training and modification necessary to increase effectiveness. 	<p>CLASS Director, Title III Manager, RELLs</p>		<p>\$15,000 \$20,000</p>	<p>Title III LEP Staff Development Funds</p>
<p>Action 6: Implement a strategic plan for the disaggregation of data via Illuminate</p>	<p>ACCESS Administration, AU Staff, Title III Manager, RELLs</p>	<p>Staff time for administration and teaching, instructional support staff</p>	<p>Included in estimates above</p>	<p>Title III LEP Staff Development Funds</p>
<ul style="list-style-type: none"> • Develop and roll-out an implementation plan for each AU administrative team to access and use data as part of instructional planning and decision-making. This strategic focus will allow for dialogue and collaboration in continually improving the instruction and academic outcomes of the ACCESS program. The administrators are then responsible to continue the collaboration and planning at the site level. 	<p>AAA</p>		<p>Included in estimates above</p>	<p>CAHSEE Funds</p>

<p>Action 7: Continue to support teachers in becoming Highly Qualified Teachers (HQT) and provide ongoing and targeted professional development opportunities</p> <ul style="list-style-type: none"> Title I and Title II provide funding and staff support for teachers to participate in the Verification Process for Specialized Settings (VPSS) which allows them to become highly qualified in the areas of English Language Arts, Math, and Science within alternative education programs. Special Schools staff is provided Title II funding to cover the cost of the CSET. The ACCESS Human Resource Unit closely monitors the progress of teachers towards reaching Highly Qualified status. 	<p>ACCESS Human Resources Manager, Federal Program Administrator</p>		<p>\$3,000 \$67,000</p>	<p>Title II Title I Part A</p>
<p>Action 8: Continue to address the unique academic and transition needs of incarcerated students.</p> <ul style="list-style-type: none"> To better meet the needs of students presently incarcerated at Orange County Juvenile Hall, Title I provides funds for transition specialists, paraeducators, an assessment lab instructor, and tutors. Transition specialists closely review transcripts and update student records in a timely manner, thus facilitating successful school transfers. In addition, transition staff monitor and submit all documentation regarding graduation requirements, resulting in a greater number of students obtaining a high school diploma while incarcerated. Paraeducators are placed within core curriculum classrooms to assist students individually or in small groups under the direction of a credentialed teacher. A teacher has been assigned to the Assessment Lab to coordinate pre- and post-testing of all students attending school at Juvenile Hall to facilitate appropriate class assignments. In 	<p>Title I Transition Specialists, Title I Paraeducators, Assessment Lab Instructor, Title I Tutors, Title I Program Specialist</p>	<p>Supplemental Instructional Materials</p>	<p>Figures are reflected in Single Plan for Student Achievement (SPSA) for Fischer AU</p>	<p>Title I Part A Title I Part D</p>

<p>Action 10: Continue to support the library program throughout ACCESS.</p> <ul style="list-style-type: none"> • Provide funding for Library Technicians, materials, and the annual renewal of the World Book and Spectrum Suite at each library within ACCESS. <p>Action 11: Individualized instruction for students with disabilities.</p> <ul style="list-style-type: none"> • For our students with disabilities, teachers use differentiated instruction and are trained in universal access. They are also trained to balance explicit instruction with guided problem-solving tasks. 	<p>Library Technicians, Title I Paraeducators</p>	<p>Reading Books and library supplies</p>	<p>\$90,000 \$6,000 \$157,129 \$8,985</p>	<p>Library Grant Title I Part A Title I Part D World Book</p>
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, p. 6-7)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Each year, ACCESS AUs provide instructional staff with three professional development meetings that offer training, information, and collaborative planning opportunities based on student achievement data. The topics include a variety of areas such as addressing the needs of English learners, Common Core implementation, WASC Action Plan and follow up, All ACCESS Math, Constructing Meaning, and CBL updates and development, student assessment information, and presentations by support service program staff.</p> <p>ACCESS will continue to develop the infrastructure and supports necessary to increase the capacity of teacher leaders across the division. This effort shall be accomplished via the following opportunities:</p> <ul style="list-style-type: none"> • CBL Liaisons meet quarterly to review, modify, and update curriculum. During AU professional development meetings, these teacher leaders facilitate trainings to introduce quarterly themes, novels, curriculum, and develop strong teaching practices as they relate to CBL. CBL Liaisons within each AU serve as coaches and model teachers to encourage curricular alignment to standards and ensure quality student outcomes. • All ACCESS Math (AAM) meets throughout the year and will continue to provide training in math instruction and development of lessons aligned to CAHSEE and Algebra 1 standards. 	<p>ACCESS Administration, ACCESS Teachers, AU Staff, RELs, CBL Liaisons, CLASS Staff, AAA Manager, Title III Manager, GLADIators, Math Leads</p> <p>ACCESS Teachers, Title III Manager, CBL Liaisons</p>	<p>WASC expenses, staff development meetings, conferences, trainings</p> <p>Staff time for administration, teaching, and instructional support staff</p>	<p>Included in estimates above</p> <p>Included in estimates above</p>	<p>Staff Development Funds, General Fund</p> <p>Staff Development Funds</p>

<ul style="list-style-type: none"> • BTSA and Induction provides two-years of reflective teaching support, pairing veteran teachers with newer teachers. • Direct support for English learner instruction is provided by highly trained RELL coaches. • GLADIators provide training, coaching, and support in research-based EL instructional practice for teachers throughout ACCESS. • Teachers are given the opportunity to learn Spanish via Rosetta Stone. • In addition, several committees also provide on-going trainings in the areas of assessment, technology, and the arts. <p>ACCESS leadership is provided with an annual summary of student achievement data for all state-mandated tests. Additionally, administrators and teachers have access to Eagle, the ACCESS student database, and Illuminate which provides achievement data for students currently enrolled.</p> <p>Teachers who are not highly qualified in the areas of English Language Arts, Math, and/or Science have the opportunity to participate in the Verification Process for Specialized Settings (VPSS) program which is provided by Title I and Title II funding. Compliance with credentialing</p>	<p>OCDE Staff, BTSA Mentors and Coaches</p> <p>Title III Manager, RELs</p> <p>Title III Manager, GLADIators</p> <p>Title III Program Support Assistant</p> <p>AAA</p> <p>See VPSS above</p>	<p>Release time stipends</p>	<p>Included in estimates above</p> <p>Included in estimates above</p> <p>Included in estimates above</p> <p>\$27,600</p>	<p>BTSA Categorical</p> <p>Title III LEP Staff Development Funds</p> <p>Title III LEP Staff Development Funds</p> <p>CAHSEE Funds</p>
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<p>requirements is closely monitored, and teachers who are not yet highly qualified in their assignment are notified each semester and encouraged to enroll in these courses.</p> <p>We believe that sufficient and sustained exposure to particular focus areas, based on student academic data, of professional development is necessary to effect positive change. This aligns with the goals and objectives of the WASC accreditation process. Each AU has an Action Plan which is based on needs that have been identified by the Focus on Learning process. Additionally, the WASC visiting team provides a prescriptive plan identifying critical areas for follow up based on student academic needs. and addresses the . Each year, ACCESS leadership chooses an area on which to focus staff development efforts. In the past six years, we have targeted writing, assessment, mathematics, GLAD, science, and cultural diversity. Multiple ACCESS-wide initial trainings combined with on-going, focused workshops ensure a coordinated and cohesive approach to staff development.</p>				
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6. Include specific academic achievement and English Language Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System. (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)

Please describe those goals and specific strategies for meeting the goals.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Overall ELA Goal: ACCESS will continue to demonstrate improvement towards AYP proficiency goals among English Learner students (high priority subgroup) in English-language arts.</p> <p>Overall Math Goal: ACCESS will continue to strive to reach annual AYP proficiency goals among English Learner students (high priority students) in mathematics.</p> <p>Goal: Provide follow-up implementation support to all instructional staff to effectively implement Systematic ELD through the use of ACCESS-created Monthly ELD (MELD) curriculum.</p> <p>We believe that with increased teacher skill and practice in identifying areas of needs and maximizing areas of academic strength within the English learner student population, students will reach proficiency at an increased rate.</p> <p>Although ACCESS consistently meets AMAO 1 of the Title III accountability system, we recognize the direct connection between English proficiency and successful academic performance. ACCESS continues to make the acquisition of language a priority with the systematic approach to English language development. Regional EL Liaisons annually attend a Training of Trainers opportunity.</p>	<p>The following are involved with each Goal in this section: ACCESS Administration, CLASS Staff, RELs, GLADiators, Title III Program Specialist, CBL Liaisons, EIA Program Support Assistant, ACCESS Math Leads</p>	<p>Staff time for administration, teaching, and instructional support staff for each of the Goals listed in this section</p>	<p>Included in estimates above for each Goal listed in this section</p>	<p>Title III LEP EIA Staff Development Funds IMFRP</p>

<p>Goal: In review of the AYP data, it is clear that ACCESS students within the AMAO 3 cohort continue to struggle to meet the state targets. While there has been a steady increase of percent proficient or above over the past two years, the 2010-11 scores do not reflect growth in either math or English language arts.</p> <p>Goal: Currently, ACCESS is Beta-testing Targeted 3 Math Instruction 3.0. This program addresses academic needs in Algebra I and CAHSEE Math Standards.</p> <p>Goal: Ensure universal access by training all teachers in the Project GLAD model for instruction. ACCESS continues to make progress toward achieving the annual AYP goals for English language arts and mathematics, but these targets are not static, and require additional program planning in the core academic areas for increased intentional intervention to assure all students reach proficiency.</p>				
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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> The ACCESS program is a year-round program and provides student services 12 months a year. The design of the program is intended to support the academic and social needs of the all student. In addition, ACCESS provides after-school tutoring for CAHSEE remediation and preparation. Every summer, ACCESS Safe Schools offers 45 youth an opportunity to audition and participate in Summer at the Center, a performing arts two-week camp and performance, in collaboration with the Orange County Performing Arts Center and the Young Americans. The Title I Group Home Tutoring Program's mission is to provide quality, supplementary academic assistance for neglected and delinquent youth who reside in group homes throughout the county. This research-based program is built on the proven value of individual academic assistance for students. Tutors receive on-going training and support to ensure quality service delivery. <p>Tutors assist students in basic and advanced academic areas and with life skills. Tutors prepare individual lesson plans and develop instructional goals based on academic and behavioral assessment. An extensive resource library</p>	<p>AAA</p> <p>Safe Schools Coordinator</p> <p>Title I Tutors, Title I Tutor Specialists, Title I Instructional Support Assistant</p>	<p>Supplemental instructional materials, staff time for professional development</p>	<p>Included in estimates above</p> <p>\$80,000</p> <p>\$20,000</p> <p>Included in estimates above</p>	<p>CAHSEE Funds</p> <p>Seegerstrom Performing Arts Center Grant Safe Schools Funds</p> <p>Title I Part A</p>

<p>provides tutors with books and materials for students.</p> <p>Tutors work collaboratively with teachers, social workers, and group home staff to ensure a well-rounded academic plan for students. Tutors often attend Back-to-School nights and Open House events to become more familiar with their students' school work and academic needs.</p> <ul style="list-style-type: none"> • The Leading Youth away from Negative Choices (LYNC) Program facilitates the evidence-based Project Toward No Drug use (TND) curriculum for ACCESS students during the summer months. Following the conclusion of the curriculum, LYNC offers a Parent Night Workshop for parents on the current trends and prevention strategies in the area of alcohol and other drug use. For Parents in need of additional support, LYNC also offers the morning and evening New Direction Parent Courses that introduce the idea of positive parenting, behavior modification, and provide follow-up case management services. • The Young American Outreach Program is offered once a year at: Joplin, Rio Contiguo, Youth Leadership Academy, Skyview, Sunburst Academy, and Phoenix House. Students from different backgrounds, ethnicities, and personal experiences share an intense series of workshops. Eight week training includes: voice, music, dance and acting. At the conclusion family, friends and the community are invited to a performance by the Young Americans and students. 	<p>Program Facilitators and Parent Development Leader</p> <p>Safe Schools Coordinator</p>		<p>\$50,000</p> <p>\$15,000</p>	<p>Health Care Agency</p> <p>High Risk Youthful Offender Grant and Health Care Agency PEI Contract</p>
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<ul style="list-style-type: none"> Juvenile Justice Advocates serve as a liaison between youth involved with the juvenile justice system, their families, schools, courts, and probation officers. Advocates build rapport, get to know the client's specific needs, and recommend individualized plans for each youth with specific community-based services to address the reasons youth may have resorted to delinquency. Advocates meet with youth, families, school staff, the courts, and probation officers before and after regular school hours, including community-based evening meetings. 	Safe School Coordinator		\$200,000	High Risk Youthful Offender Grant
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8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>ACCESS is dedicated to encouraging families to participate actively in their child’s education to promote family-friendly school practices, and partner with state, local, and community organizations. One Title I-funded Family Community Liaison (FCL) is assigned to each administrative unit to provide wraparound services such as interpreting at meetings, connecting families to community resources, and assisting families from the time of enrollment and throughout their child’s participation with the ACCESS program. For a variety of reasons, (substance abuse, involvement in the criminal justice system, homelessness) many ACCESS parents find it challenging to be involved in school affairs; therefore, extra attention is given to the sensitive family situations in which our students live. Many organizations have partnered with ACCESS to help address the unique needs of our student population, including but not limited to:</p> <p><i>Orange County Probation Department</i> <i>Orange County Social Services Agency</i> <i>Orange County Health Care Agency</i> <i>Orange County District Attorney’s Office</i> <i>Orange County Juvenile Court</i> <i>Orange County Public Defender’s Office</i> <i>Second Harvest Food Bank</i> <i>Regional Occupation Program (ROP)</i> <i>Workforce Investment Board</i> <i>Taller San Jose</i> <i>Job Corps</i> <i>Orange County Conservation Corps</i> <i>Santa Ana Work Center</i> <i>Orange County community colleges</i> <i>Community Services Program (CSP)</i></p>	<p>Title I FCLs, Title I Program Specialist, Title I College and Career Program Manager, Title I College and Career Coaches, Safe Schools Administrative Staff, Social Service Clinicians</p>	<p>Title I Homeless Set-Aside, Professional Development Funds</p>	<p>\$826,777 (includes a percentage of the Homeless Set-Aside)</p>	<p>Title I Part A</p>

<p><i>Boys and Girls Clubs of Orange County</i> <i>Parent Teacher Association (PTA) – Fourth District</i> <i>Families and Communities Together (FaCT)</i> <i>Element Skateboards</i> <i>Starbucks</i> <i>Northgate Market</i></p> <p>With the assistance of the FCLs, many ACCESS schools organize Open House events to showcase student work, provide information about the school program, and foster communication between families and school staff in a more relaxed atmosphere. Often, students act as tour guides and hosts. For example, at one of our probation camps in Orange County, the Open House is scheduled on a Saturday, which is the regular visiting day for parents. In addition, ACCESS Safe Schools supports Open House events with recruiting, marketing, presenting, and the sharing of relevant information and resources, including information about the dangers of alcohol, cyber danger, and counseling.</p> <p>Title I Family Involvement staff facilitate a variety of meetings and workshops for families to inform them about the educational services Title I provides, explain standardized testing, review school curriculum, and solicit feedback to improve program offerings and the unique educational system and services of ACCESS. In addition, parents are invited to attend college tours with their children and to participate in classroom presentations on topics such as financial aid for post-high school education and career exploration.</p> <p>To build the capacity of ACCESS staff to work more effectively with families, training is provided at regional staff development meetings, conferences, and workshops to enhance sensitivity and understanding of the unique needs of our diverse families. Each school year, newly hired Title</p>				
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<p>I Tutors attend juvenile court hearings to learn more about the experience of families involved in the juvenile justice system. All FCLs complete the California Parent Center's <i>Parent Liaison Certificate Program</i>, which is regarded as the most comprehensive evidence-based training of its kind. Each ACCESS Administrative Unit has received training by <i>Bridges Out of Poverty</i> staff to increase awareness of the challenges faced by people experiencing generational poverty.</p> <p>In addition, Title I publishes an e-newsletter for all ACCESS staff that provides tools, resources, and best practices for engaging families in their children's education. Also, all ACCESS sites receive a family events toolkit that includes supplies and guidance for implementing effective family engagement events.</p> <p>ACCESS Safe Schools Clinicians offer an evidenced-based class for parents to receive Parent Management Training curriculum at no cost. Parents are referred to the class through the Student Consultation Team process. This ten-week training provides parents with the skills and resources to build healthy relationships with their children.</p> <p>The Crisis Response Network of OCDE provides home visits, crisis intervention, and linkages to resources for parents of students impacted by critical incidents.</p>				
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Orange County Department of Education


County District Code: 3010306

Date of Local Governing Board Approval:

District Superintendent: Al Mijares, Ph.D.

**Address:
200 Kalmus Drive, Costa Mesa, 92626**

Phone: 714-966-4000

	Al Mijares, Ph.D.	10/8/2012
Signature of Superintendent	Printed Name of Superintendent	Date