

**ORANGE COUNTY DEPARTMENT  
OF EDUCATION**

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**OPTIONS**  
*for Youth and Adults  
in Orange County*



**ORANGE COUNTY  
BOARD OF EDUCATION**

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ORANGE COUNTY DEPARTMENT OF EDUCATION

*Dedicated to a World Class Education Where Every Student Succeeds!*

**VALUES**

The Orange County Department of Education (OCDE) is a public education organization based on fundamental human values of honesty, commitment, responsibility, respect, integrity, and professional ethics. Our priority is service to students, districts, and the community who look to us for support and educational leadership. We believe that the public deserves our complete candor and objectivity in our delivery of all services.

We strive to provide a safe, caring, courteous, and professional environment in a climate that fosters collaborative work and individual development of our employees. We hold each other and ourselves accountable for the highest level of performance, efficiency, resource management, and professionalism.

*Our priority is service to students, districts, and the community who look to us for support and educational leadership.*

*We partner with our districts to provide a world class education to almost 500,000 K-12 students.*

**MISSION**

- OCDE provides direct service programs to over 160,000 students with a world class education that emphasizes curriculum and standards-based skills in a safe and orderly learning environment. These students attend the following county-operated programs and services: Alternative and Correctional Education, Outdoor Science, Regional Occupational Program, and Special Education and Student Programs.
- We partner with our districts to provide a world class education to almost 500,000 K-12 students.
- We serve as a connecting agency among Orange County school districts and community college districts, local, state and federal governmental agencies, and community agencies.
- We respond to district and community requests for administrative, business, educational, and support services.
- We partner with parents, businesses, and the community for student success in Orange County.



## THE ACCESS WAY

### OUR VALUES AND BELIEFS

**Values** and **Beliefs** are the foundation of an organization. The ACCESS staff believes in and models these values and beliefs.

#### *STUDENTS*

▶ **Human Dignity**

Each student entering into an ACCESS program is valuable, worthwhile, deserving of respect, and entitled to the benefit of a world class education in an atmosphere that fosters human dignity.

▶ **Student Success**

All students can learn. Learning strategies are designed to ensure student success. Students participate in a variety of education program options.

▶ **Social Contributions**

Students become successful members of society by maximizing their learning, discovering their potential, and developing their character.

▶ **Family Support**

A parent is a child's most influential teacher. Programs include support services for parents and their advocates.

#### *PROGRAMS*

▶ **Alternative Learning Strategies**

Students learn in a variety of ways. Teachers address the learning needs, interests, and abilities of each student individually.

▶ **Educational Growth**

Placing each student in a program tailored to their individual needs develops their talents and skills. The community benefits from the development of students with skills and competencies.

#### *STAFF*

▶ **Professional Development**

School environments provide and encourage ongoing individual and team development. Administrators facilitate staff development in a shared decision-making environment.

▶ **Lifelong Learning**

The key to keeping current and being innovative in the field of alternative education for the benefit of the students is lifelong learning for all staff.



## ACCESS VISION AND MISSION

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Alternative, Community, and Correctional Education Schools and Services—ACCESS provides educational options to diverse student populations referred by local school districts, probation, and social services. We believe that all our students can learn, that our programs are exemplary, and that our powerful learning and teaching strategies help students achieve success. Our purpose is to support students and school districts by providing programs that fit their needs.

### OUR VISION...

*Provide all students in an alternative setting with a world class education that maximizes their academic and personal success.*

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### OUR MISSION...

*We care for, teach, and inspire all ACCESS students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.*

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*We believe that all our students can learn, that our programs are exemplary, and that our powerful learning and teaching strategies help students achieve success.*





## EXPECTED STUDENT LEARNING RESULTS—ESLRS

The ACCESS education program is delivered through a process of engagement, maximized learning in a standards-based curriculum, and a focus on transition to lifelong learning. Achieving success comes by caring for each student, teaching using “best practices,” and inspiring students to set personal goals while in the program to prepare them for the future.

| <b>ENGAGEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ACCELERATED LEARNING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>TRANSITION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Common to all ACCESS programs is a student / teacher relationship where the student receives recognition, support, and reinforcement that contribute to the development of a sense of self-worth. Students shall:</p> <ul style="list-style-type: none"> <li>▶ Exhibit appropriate behavior, responsible self – control, and social skills;</li> <li>▶ Work successfully with others and resolve conflicts through effective communication;</li> <li>▶ Respect and celebrate differences and diversity; and</li> <li>▶ Exhibit guiding principles and core values.</li> </ul> | <p>Learning strategies, delivered by an innovative, self-directed staff, creates an environment where students experience success. Students shall follow the ESLRs of dynamic teaching:</p> <ul style="list-style-type: none"> <li>▶ Attain basic literacy skills; communicate effectively in reading, writing, and speaking;</li> <li>▶ Interpret, manipulate, and synthesize information;</li> <li>▶ Solve problems and make responsible decisions that support a healthy life-style;</li> <li>▶ Develop, value, and apply organizational skills; and,</li> <li>▶ Use current technology effectively.</li> </ul> | <p>As students experience success, ACCESS programs are designed to help students re-enroll with their school districts, graduate from our programs, continue on to college, or enter the work force. Students shall:</p> <ul style="list-style-type: none"> <li>▶ Display the ability to set and achieve goals;</li> <li>▶ Acquire an understanding of—and skills for—success in the workplace;</li> <li>▶ Explore career possibilities;</li> <li>▶ Become informed and productive citizens who contribute to their community; and,</li> <li>▶ Be lifelong learners who integrate learning in and out of school.</li> </ul> |



## *STUDENT PROFILE*

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Students and student learning are our purpose and our focus. ACCESS exists to bring educational options to youth and adults who are not currently attending school in their local districts. By providing a wide range of instructional alternatives in an alternative setting, we create an opportunity for academic and personal success. Most youths and adults referred to ACCESS are in one of the following categories:

- ✓ Youth who are referred by local school districts
- ✓ Youth and parents who are also referred by local districts but choose to participate in the homeschooling program
- ✓ Youth who are temporarily placed in group homes
- ✓ Youth who are incarcerated in local probation or sheriff-operated facilities
- ✓ Youth who are on probation
- ✓ Youth who are homeless
- ✓ Youth who are also teen parents
- ✓ Adults who are incarcerated in county facilities



Youth range in age from kindergarten through 12<sup>th</sup> grades; adults range from 18 years old and older and are working to complete their high school diploma requirements. ACCESS programs are student-need and interest-oriented and offer out students flexible scheduling and academic challenges leading to further education.

Students at ACCESS range from students having social/behavioral problems or learning disabilities to others who are highly motivated and goal-oriented. The latter is often the case with students in the homeschooling program of the Orange County Community School (OCCS).

The ACCESS programs for youth and adults in institutions are vitally important for the individual and for society as a whole. Though incarcerated, students have an opportunity to continue their education and prepare to transition back into the community. Research indicates that a quality education helps to reduce recidivism.

There are two primary forms of instruction at ACCESS. Classroom-based instruction is used within institutions, county community schools, and community day schools. Non-classroom-based instruction (such as contractual learning) is used within adult correctional institutions, county community schools, and the Orange County Community School. In all our programs, a caring relationship between the student and the teacher is the foundation for fostering academic success.

ACCESS programs help the homeless student, the socially-neglected student, the working student, the teenage mother, those with health problems, and thousands of other students find... *an ACCESS to a quality alternative education.*



## *OVERVIEW OF PROGRAMS*

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The ACCESS programs provide year-round educational options. Curriculum offerings are aligned with local districts and with the California State Frameworks and Standards. Through a variety of powerful learning strategies (e.g., directed study, differentiated instruction, and mastery learning), students achieve basic-skills proficiency. Teachers are encouraged to bring critical-thinking, problem-solving, and decision-making skills into the classroom, working with students individually or through group participation.

The key to success is the personalized learning plan and student interaction with staff members who focus on each individual with care, concern, and guidance. This relationship provides the student with positive school experiences. Students are encouraged to demonstrate respect for self and others, to practice good work habits, and to exhibit a sense of personal and community responsibility in a positive learning environment.

Support services are provided to enable students to learn appropriate behavior and pro-social skills. The Individual Learning Plan (ILP) is a helpful tool in directing the student into self-awareness and self-management (cognitive restructuring) of his/her life.

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

All ACCESS programs come under the following categories: 1) alternative education, 2) correctional education, and 3) the Adult Correctional Education Program (ACEP). Programs are supported by student support services such as special education and categorical support (in the form of Title I and other grant programs) to serve institutions, group homes, and community schools.

*The key to success is the personalized learning plan and student interaction with staff members who focus on each individual with care, concern, and guidance.*



## PRIMARY ACCESS OPTIONS

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**ALTERNATIVE EDUCATION** *Students who are referred to ACCESS education options not provided by the local school district*

**Alternative Education** includes:

- **County Community Schools**
- **Community Day Schools**
- **Orange County Community School (OCCS)**

Alternative education is comprised of homeschooled students, teen parents, working teens who need to help support themselves or their families, homeless children, children in group homes, and other students who benefit from a non-traditional learning environment. Students range from grades K-12 and cover the distribution curve from high- to low-skill levels. Many students have strong supportive families who make a great effort to help them educationally. There are also students who have been affected by a disrupted family life.

ACCESS teachers are trained to work with the whole spectrum of students who participate in our schools and services. Some students have had successful school experiences. Others have had school temporarily interrupted due to unforeseen circumstances (social or economic).

### ➤ **County Community Schools**

Local school districts and county agencies refer students. Students in grades K-12 are taught with a minimum day, full day, or contracted learning schedule. Community schools were established by E.C. 1980 through 1986. Students meet with a credentialed teacher to develop and implement a student-learning plan while attending a local county school site. These students represent a wide range of scholastic abilities, from the gifted to the academically challenged.

### ➤ **Community Day Schools**

In accordance with the intent and requirements of AB 1845 (Honda), a revision in E.C. 48664 allows the County Office of Education to establish one or more community day schools. Such schools are required to provide 360 minutes per day of classroom instruction, low student/teacher ratio, individualized instruction and assessment, as well as any needed support services. Students enrolled are those who are expelled for any reason, probation-referred pursuant to WIC 300 or 602, referred by a School Attendance Review Board (SARB), or referred by another district referral process.

### ➤ **Orange County Community School (OCCS)**

Includes:

- Community Home Education Program (CHEP – grades K-8)
- Pacific Coast High School (PCHS – grades 9-12)

The Orange County Community School (OCCS) serves homeschooled students in grades K-12 through contracted learning. Students who participate in homeschooling have chosen to coordinate their educational plan with a credentialed teacher and implement the curriculum in the home environment. Assistance and resource materials are provided which enable guardians to succeed in meeting the students' individual academic needs.



## **CORRECTIONAL EDUCATION**

*Students whose delinquent behavior has led to restrictions imposed by the judicial system (incarceration, probation, or at-risk)*

**Correctional Education (Juvenile Court Schools)** includes:

- **Juvenile Justice Institutions**
- **Day Centers**
- **Group Homes and Social Service Institutions (county-operated)**

Students are referred to Juvenile Court Schools by Probation, Social Services, or the School Attendance Review Board (SARB). 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. Recent research was conducted to profile such students, enabling ACCESS programs to serve them better. The average 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.

Correctional education students often display skills well below grade level in most subjects and generally are behind in credits required for high school graduation. Often students come from families that lack the resources needed to successfully meet educational and life goals. Students generally display behavioral problems that result in serious consequences such as truancies, expulsions, and court records. Involvement in gangs, substance abuse, and/or criminal records often plays a part in the lives of the youth in this category.

- **Juvenile Justice Institutions**

Students educated through this program are delinquent, at-risk, and incarcerated youth who are retained at one of four detention and treatment facilities. The four schools located in the following institutions operate under the Juvenile Justice and Delinquency Prevention Act of 1974: Orange County Juvenile Hall (Otto A. Fischer), Joplin, Los Piños, and Youth Guidance Center (Rio Contiguo).

- **Day Centers**

Students are referred by the court system and county agencies. Students are provided educational services at sites established and maintained by the Orange County Board of Supervisors. Credentialed teachers provide instruction in a full day or minimum day schedule. The school day is a minimum of 240 minutes.

- **Group Homes and Social Service Institutions (county-operated)**

Students are taught within the setting of a group home, under the supervision of ACCESS teachers with the support of group home tutors. Teachers and tutors monitor academic and behavioral levels to prepare lessons appropriate to student need. William Lyon School at Orangewood is an example of this type of school. Students in this program are neglected or abused children who have been placed at county-operated shelters, as well as children involved in emergency placements.



## **ADULT CORRECTIONAL EDUCATION PROGRAM (ACEP)**

*Educational programs for adults (ages 18 and older residing in correctional institutions)*

Incarcerated adults (ages 18 and older) in five institutions in the county jail system participate (on a voluntary basis) in an education program taught by credentialed teachers. Incarcerated adults are able to participate in a contract learning program for credits leading to a high school diploma.

Non-credit classes are also offered with a focus on skill areas (i.e., health education, G.E.D. preparation, substance abuse education, and positive parenting). ROP classes, community college, and adult education options are introduced to encourage a successful transition into the community.

Transitional services are provided for parolees from the California Youth Authority (CYA), through coordination of education and workforce skill training that will sustain successful reentry into the community and reduce the rate of parole revocation.



*We provide many exemplary special programs and services that meet very specific needs of the diverse student population that ACCESS serves.*

## **CATEGORICAL AND SPECIAL SUPPORT**

ACCESS programs are supported by a variety of specialized support personnel including counselors, psychologists, special education and Title I teachers, group home tutors and transition specialists.

Categorical programs and related special support services are offered as part of the county community schools and/or the juvenile court schools. Programs are added each year to ensure that necessary educational options are available for every student in Orange County. Support services are provided to needy students to ensure their success in school. We provide many exemplary special programs and services that meet very specific needs of the diverse student population that ACCESS serves.



## *SPECIAL PROGRAMS AND SERVICES*

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ACCESS offers many exemplary programs that meet very specific needs in the growing student population that we serve. These programs operate as part of the county community schools, Orange County Community School (OCCS), and/or the juvenile court schools. Programs are added each year to ensure that alternative educational options are available for every student in Orange County.

**21st Century Community Learning Centers:** Five sites provide after-school programs focused on improving academic achievement with tutoring and homework assistance as well as extended learning opportunities to adults in the community.

**Accountability Commitment Program:** This program (7 days a week, 10 hours a day) combines education and a work program to serve minors committed to house arrest.

**Adult Correctional Education Program (ACEP):** This program facilitates inmates' access to functional literacy and occupational skills to enhance reintegration into the community and workforce upon release from custody.

**Addiction, Substance Abuse, Education, and Recognition Treatment (ASERT):** ASERT provides substance abuse education, recognition, and intervention treatment for minors committed to juvenile institutions.

**Alternative Academies:** This is an early intervention program for youth in grades K-6 who have been expelled from their districts of residence.

**Beginning Teacher Support and Assessment (BTSA):** Beginning teachers who are in their first two years of a preliminary or clear credential develop from novice to confident and effective practitioners.

**Breakthrough:** This is a long-term co-educational drug rehabilitation program open to minors who request this treatment.

**Bridges Lab:** Bridges is designed to assess and remedy problems in three major areas of learning: cognitive skills, perceptual skills, and sensory integration abilities.

**California Youth Authority (CYA):** Students in schools located in various parole offices are provided transition services through coordination of education and workforce skills that sustain successful reentry into the community.

**Children's System of Care (CSOC):** This program provides a coordination of services by multiple agencies to children and adolescents with serious emotional and/or behavioral problems.

**Continuing Horizons College Transition Program:** This five-week program offers career assessment, counseling, and portfolio, financial aid and enrollment procedures and basic college survival skill training.

**Counseling Services:** Credentialed school psychologists, licensed mental health professionals, and interns are available for counseling and crisis intervention for ACCESS students.

**Dana Point Education Center:** Students participate in a drug and alcohol rehabilitation program.



**Families First Program:** This program is designed to promote family unity while meeting the educational needs of abused and at-risk children.

**Foster Youth Services:** Coordinates services to improve the educational outcomes of children living in group homes.

**Group Home Tutoring:** Tutors work with child-care workers in over sixty privately operated group homes and county-operated institutions to assess and assist in students' educational progress.

**Learning Resource Centers:** Under the direction of a credentialed teacher, a paraeducator meets one-on-one and in small groups with students who are significantly behind their peers in reading and writing.

**Ocean Institute Partnership:** Students participate in service-learning projects focused on Clean-a-Beach, Tide Pool Patrol, Marine Science Peer Education, community outreach, and a science and mathematics high school certification program.

**On-Line Education:** Pacific Coast High School, an ACCESS community homeschool, offers more than 20 on-line courses covering language arts, social science, science, and electives.

**Operation Success:** Provides school-to-career transition planning in an educational and work-force skills development program for youth at risk of dropping out of school.

**Outreach:** The focus of this program is reaching ACCESS students who have become potential dropouts.

**Project HOPE:** This program offers a unique educational setting and outreach to homeless students.

**Project Return:** Transitional specialists provide assistance for students during critical transitory stages to help prepare them to move back into the greater community.

**Service Learning:** Promotes formation of partnerships to ensure a brighter future for students and communities.

**Sobriety Through Education and Prevention (STEP):** STEP is a comprehensive treatment program for substance abuse prevention and other related services to the female ward populations serving commitments in the probation system.

**Student and Support Services:** A variety of programs meet the learning and personal needs of Special Education students, as well as other ACCESS youth.

**Summer at The Center:** Provides students a life-changing performing arts experience through a collaboration developed between the Orange County Performing Arts Center and ACCESS.

**Teen Parenting:** Sites throughout ACCESS offer an alternative high school program for teen parents.

**Title I:** Provides assistance to local educational agencies for neglected and delinquent students.

**Youth and Family Resource Center:** This program, in collaboration with the Probation Department and various community agencies, offers strong family support and interaction for students.



## *ACCESS SUCCESSES*

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- Curriculum and Instruction guided the monthly “Write On” division-wide writing activity, in which teachers met to assess student work and, using data from that assessment, modified their writing instruction. For each month, over 200 teachers participated, holistically scoring over 1500 student essays using a common rubric. As a result, an increased number of ACCESS students passed the ELA portion of the CAHSEE.
- Curriculum and Instruction provided the leadership to the regions to begin the accreditation process by providing a three-day training for the leadership team, a one-day training for all site liaisons, and regular meetings for the WASC leadership team to guide their progress. This self-study process has great potential to focus on student learning and progress.
- Workshops were presented by the Assessment Center staff on the statistical analysis of state test results for students. All PARs attended with several representatives from administration and staff. These workshops assisted staff in interpreting student’s individual results on the state tests, CAHSEE and STAR, and in relating the scores to California State Standards. They also provided information for the development of individual learning plans for each student.
- Forty-one new ACCESS teachers participated in New Teacher Orientation (NTO). Adult Learning Theory has taught us the importance of developing the best habits from the onset of a new position. NTO has been a vehicle to communicate from the very start the importance of interactive teaching and student engagement for maximized learning. In addition, over 80 new teachers received support from 25 ACCESS instructional coaches through Peer Assistance and Review.
- Technology provided training that had direct influence on the classroom experience of our students. This past year, 194 staff members attended various classes that demonstrated the effective use of instructional technology.
- ACCESS Attendance and Records migrated to the new student information system, Eagle.
- Approximately 40 ACCESS teachers earned their CLAD certification or participated in SB 395 training to better serve our English Learners bringing the total of certified teachers to 170.
- ACCESS worked toward transition to WASC Accreditation. (The accreditation team is visiting in 2004 to validate the ACCESS self-study and action plan with a recommendation for a term of accreditation.)



- The Orange County Community Foundation was established to support ACCESS students choosing to pursue higher education and career-training opportunities.
- Textorder.com was implemented to expedite the purchasing process for teachers to receive instructional materials within nine days of placing their order.
- Nearly 150 youth participated in community service projects conducted by Camp Fire USE. Students fed the homeless, helped the elderly at convalescent hospitals, and built a home for Habitat for Humanity.
- ACCESS partnered with the Orange County Probation Department to provide New Century labs for approximately 150 students at four sites.
- ACCESS coordinated and monitored transition of all ACCESS temporary credentialed teachers from long-term emergency permits to intern credentials. (All ACCESS contracted teachers will be either fully credentialed or enrolled in an approved intern program by June 2004 in accordance with the No Child Left Behind Act.)
- ACCESS nurses completed health screenings for more than 1,500 students.

ACCESS is a multi-faceted, multi-talented organization that shares one vision...to provide all students in an alternative setting with a world class education that maximizes their academic and personal success. We share one mission...we care for, teach, and inspire all ACCESS students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society. ACCESS strives to create learning communities committed to academic excellence, social and economic opportunity, and personal integrity.

*ACCESS strives to create learning communities committed to academic excellence, social and economic opportunity, and personal integrity.*



# FACTS AT A GLANCE

## BUDGET INFORMATION

**Revenue** – ACCESS receives its revenue from two major sources:

- Average Daily Attendance (ADA): The State of California funds ACCESS based on the apportionment days earned by attendance or by student-produced work.
- Categoricals, Competitive Grants, and Entitlements: State and federal categorical aids, competitive grants, and entitlements allocated yearly according to government stipulations are based on characteristics of youth, such as handicapped, non-English speaking, institutionalized, high-risk, neglected, homeless, and pregnant teenagers.

**Expenditures** – Each PAR submits an annual project budget in May, which is finalized in July. The budget is revised in October (1st interim) and January (2nd interim).

### GRADUATES IN 2002-2003

High School Diplomas: 1,208  
G.E.D.: 150

### ACCESS 2003

|                                                                            |            |
|----------------------------------------------------------------------------|------------|
| Principal Administrative Regions (PARs)                                    | 10         |
| Sites (including offices)                                                  | 147        |
| Student Population (approximate average number of students served per day) | 8,759      |
| <b>TOTAL STAFF</b>                                                         | <b>731</b> |
| Administration                                                             | 59         |
| Teachers/Resource Specialists                                              | 387        |
| Paraeducators                                                              | 134        |
| Clerical & Support                                                         | 151        |

## HOW ACCESS IMPACTS K-12 EDUCATION IN ORANGE COUNTY

- A recently completed 2000-2002 dropout study of ACCESS community schools showed a 0.9% decline at the rate of 1% population growth over the two-year period. (In 2000-01, Orange County had a dropout rate of 1.9% of the local enrollment of 9-12 grade students.)
- ACCESS community schools provide a safe, disciplined, and supportive environment for students temporarily removed from local district programs.
- ACCESS plays a role in the state testing program by offering a maximized learning environment. Students improve their learning, and ultimately, their test scores while also earning credits toward graduation.
- Students focus on academic and social tasks designed to promote a successful education experience and foster their development into healthy productive members of society while enrolled in ACCESS programs.



## *HISTORICAL REVIEW*

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What we know today as ACCESS has gone through transformations in scope, focus, and organization since the first documented court school program in Orange County was established in 1951. Our programs reflect the tenor of the times, educational philosophical trends, and the personality of those who lead and were practitioners in the system.

### **1950s**

The 1950s were a time of beginnings and exploration into what correctional education could be.

- In 1951, Orange County expanded its Juvenile Hall operation, which was originally instituted in 1921 at 1207 Fruit Street, Santa Ana. The David R. McMillan School was opened on the grounds.
- Joplin High School was established in 1956 on land dedicated to Orange County for a boys' ranch.
- In 1959, Albert Sitton Home, a 45-bed facility, became the county home for neglected and abused minors. Sitton School, located on the Manchester site in the City of Orange, provided the educational services to these children.

Juvenile Hall was moved to a site adjacent to the Sitton Home, and the Otto A. Fischer School (named after the first juvenile hall school principal) was dedicated on the site. The Fruit Street site was converted to a long-term treatment facility for delinquent youth operated by the Probation Department. The on-site school remained to serve youth committed to this facility.

### **1960s**

The 1960s was an era of a changing nation that stretched from the "Camelot of innocence" of the Kennedy administration to the disillusionment over the Viet Nam War. Education was affected by the Civil Rights movement (both in gender and ethnicity), the exploding drug culture, and exciting new advances in space exploration.

The Orange County Juvenile Court School programs exhibited a laissez-faire approach. Teachers were given responsibility for the curricular content in their classrooms; curriculum was individualized based upon teacher perception of student interests and perceived needs. Emphasis was upon remediation in short-term programs and the development of job skills in long-term commitment programs. To the extent possible, curriculum followed the Course of Study set forth in the California Education Code.



- In 1966, the Rancho Potrero Boys' School opened on the Joplin Ranch property. The facility was modeled after the Joplin site, with staff and students doing the major part of the construction work.
- In 1969, the Youth Guidance Center opened as a co-educational "state-of-the-art" facility. Rio Contiguo School provided the educational program for the 601 minors committed to the program.

### 1970s

The 1970s saw attention to district curriculum as a concern with adaptations made as appropriate and available. Basic skill remediation remained a primary focus with expanded efforts to integrate occupational knowledge, health, and some vocational skills training in court school classrooms.

- In 1970, the Los Piños Forestry Camp opened in the Cleveland National Forest on the site of a former federal Conservation Corps facility. The Los Piños High School opened concurrently.
- The first Title I federally-funded programs to support neglected and delinquent youth added a dimension of academic support to the six existing juvenile court school programs – Fischer, Joplin, Potrero, Rio Contiguo, Sitton, and McMillan.
- In 1972, a Title I-funded Reading Lab was established at Rio Contiguo.
- More electives were added to the existing curriculum. An innovative program was instituted to support probation students in attendance at district continuation high schools. The Student Assistance Project (SAP) successfully integrated court schools with district schools by providing counseling services on district continuation sites from 1975-79.
- In 1976, the California State Legislature passed AB 3121, which prohibited the incarceration of juvenile status offenders (W&I Code, 601). This measure significantly impacted county programs with Sitton Home transferring from probation to the auspices of Orange County Social Services Agency; the closure of Rancho Potrero and McMillan Schools; and newly defined population at the Youth Guidance Center, Rio Contiguo School. The first Title 1 Group Home Tutoring Program was established to serve Olive Crest Home, a shelter to house runaway, truant, and/or incorrigible minors.

### 1980s

Education in the 1980s brought new teaching and learning strategies nationwide: open classrooms; whole language; mainstreaming of Special Education students; independent study; and classroom inclusion of values, character and sex education programs. Politically, a focus on recapturing the "at-risk" student was viewed as critical in spite of a climate of funding decreases as a result of Propositions 13 and 98.



Computers began to play a significant role in instruction. New focuses on G.E.D., job preparation, and the relevance of curriculum to personal success were coupled with the need to identify and provide appropriate services to the learning disabled population.

County-based educational services moved from being exclusively conducted within juvenile institutions to programs in the community. In January 1980, the first Orange County Department of Education Day School opened with Cypress Community Day School in response to school district requests for a program for the 13- to 16-year old student with truant behaviors who did not necessarily qualify for district continuation schools.

In 1982, Greeley Community Day School opened in Orange to serve probationers who were not in custodial settings.

- Institutional changes in philosophy promoted by educational equity issues resulted in the integration of male and female wards into coeducational classrooms at Fischer School.
- 1983 saw the opening of Wallace Community Day School, which had an independent study component at the Spurgeon site. Both truants and a growing population of expelled students were enrolled. The new site placed emphasis upon the individual student needs and addressed family involvement as a critical emphasis in programming.
- 1985 was witness to the realization of a long-sought-after "G.E.D. official testing center" designation for the institutional programs.
- In 1985, the independent study program grew to accommodate the needs of 125 students, separating from Wallace Community Day School to form a separate program named "Horizon." Horizon High School became an entity unto its own, being transferred from Juvenile Court and Community Schools to the Instructional Services Division of OCDE.
- Orangewood Children's Home, a 225-bed facility, and its corollary, the William Lyon School, opened to replace the Albert Sitton Home and School. The new complex of cottages, recreational, and school buildings was constructed through a cooperative venture composed of private and public funding.
- 1986 witnessed the growth of Horizon High School to 250 students at the Spurgeon site. A satellite campus opened at the Probation Department's North Orange County facility in Anaheim. A third site in South County at the National University in Mission Viejo signaled the expansion to additional satellite campuses in response to growing demand. At the same time, district needs supported the establishment of a centralized day school program in Santa Ana, Summit Community School.
- In response to parent requests, the first Community Home Education Program (CHEP) opened its doors at the Bear Street facility in 1987, employing the California independent study model.
- In 1989, a second CHEP site opened in a shared facility with the expanding South County Horizon program.
- Project HOPE (Homeless Outreach Project Education) began under the CHEP umbrella to serve the growing number of youngsters from homeless families in Orange County.



### 1990s

“Back to Basics” was the dominant theme of educational reform in this last decade of the 20th century. Outcome-based education approaches included integrated curriculum, re-evaluation of the phonics versus whole language debate, and permeation of technology into instructional strategies. Charter schools, vouchers, and site-based management were dominant themes in the restructuring of our educational systems which reflected the federal government’s influence in advancing Goals 2000, school-to-work, and Vision 2020.

The Orange County Juvenile Court and Community School programs maintained 1:1 and small group instruction as major delivery systems in classrooms with increasing numbers of teachers using whole-class instructional methodology. “Attitudes” then “Skills” then “Knowledge” were emphasized in that order, with student engagement and relationship-building as the primary fundamental to all subsequent learning.

New programs focused upon service learning, parenting skills, and pre-vocational and career education acknowledged that relevance was the core to inspiring students to learning. New best practices in policy and procedures were identified and employed in the assessment, instruction, and transition dimensions of Orange County programs.

- In 1993, the first alternative academy program was created in Fullerton in response to request by local school districts for services for children in grades 3-6 with early-identified school behavior problems.
- 1994 saw county alternative education expand to serve adults’ educational needs in the five Orange County jail facilities.
- Juvenile Court and Community Schools merged with Horizon High School to form a new unit, Correctional and Alternative Education Services (CAES).
- In 1995, the first CHEP high school program opened at OCDE serving 9th graders. CAES was renamed Alternative and Correctional Education Schools and Services (ACCESS). Regional jurisdictions designated as Principal Administrative Regions (PARs) were assigned to principals. G.E.D. testing was expanded to community school programs.
- The World of Work was a major program emphasis beginning in 1996 that included the community in partnership with the school.
- The Single Gender Academies opened in 1997 and were recognized statewide as a creative approach to enhancing the school’s learning climate.
- 1997 was the year in which an outside educational consultant was enlisted to evaluate ACCESS. His report concluded that as a result of changes in administration, strategic planning, and program development, a new direction, new identity, and a “new time has come for ACCESS.”
- In 1998, the CHEP K-12 program was designated as a state charter school. The students of the new charter high school chose Pacific Coast High School as their name.



- ACCESS was renamed Alternative, Charter, and Correctional Education Schools and Services (ACCESS) with its theme, “An ACCESS to education for every student.”

### 2000s

The year 2000 marked a shift in staff development emphasis from “engagement” to “instruction.” The accelerated learning model became a basic component as academic expectations for students were raised. In an atmosphere of assessment and accountability as state and local mandates, a standards-based curriculum was built.

Job preparation, transition support, cognitive training, addressing special needs students, and specialized reading techniques were all employed in motivating students to embrace the concept of life-long learning for successful and productive lives in society.

- As the world evolved into a new century, the infrastructure at ACCESS was reformed with the addition of two offices – Operations and Curriculum & Instruction – developed to better serve the needs of teachers and staff. An Attendance and Records Center became the central repository for an ACCESS-wide student information database. The ACCESS Training Center was established to address staff development needs. By June of 2000, all ACCESS offices and sites were digitally networked.
- 2001 and 2002 were witness to continued program expansion. Student Support Services was instituted as the third component of the ACCESS infrastructure. The ACCESS Assessment Center became the hub of all testing activity. An over \$2.5 million grant afforded five sites to provide after-school programming for students. The Digital High School Grant afforded computers and Internet access to every classroom. Pacific Coast High School reverted to a community school, thus affecting a change in the ACCESS program title to Alternative, Community, and Correctional Education Schools and Services. The ACCESS program began the self-review process to obtain WASC accreditation. Pacific Coast High School successfully received a six-year term WASC accreditation.
- In 2003, steadfast progression to meet the needs of our growing Orange County community has resulted in nearly 140 ACCESS sites operating a continuum of educational options for Orange County students.

*He drew a circle that shut me out  
Heretic, rebel, a thing to flout.  
But love and I had the wit to win:  
We drew a circle that took him in.*

*-Edwin Markham from Outwitted*



# ORGANIZATIONAL STRUCTURE

