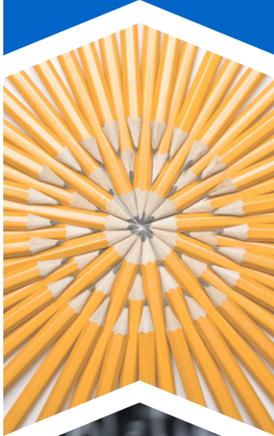


# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## ACCESS County Community School

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# Orange County Department of Education

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### Director’s Message

The ACCESS (Alternative, Community, and Correctional Education Schools and Services) 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 are prepared to achieve proficiency level literacy. Teachers are encouraged to bring critical-thinking, problem-solving and decision-making skills into the classroom, working with students individually or through group participation.

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

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

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

All ACCESS programs come under one of five categories: county community schools, juvenile court schools, the Orange County Community School (OCCS), correctional education and the Adult Correctional Education Program (ACEP). Programs are supported by student support services such as special education, safe school programs, foster youth services, and categorical support (in the form of Title I and other grant programs) to serve institutions, group homes, and community schools.

Primary ACCESS options include: Alternative Education (students who are referred to ACCESS education options not provided by the local school district), Correctional Education (students whose delinquent behavior has led to restrictions imposed by the judicial system [incarceration and/or probation]), Federal and Student Support Services (ACCESS programs are supported by a variety of specialized support personnel including counselors, psychologists, special education, and Title I staff, including group-home tutors and transition specialists), and Adult Correctional Education Program (ACEP—educational programs for adults ages 18 and older residing in correctional institutions).

ACCESS Community Schools received a six-year accreditation from the Western Association of Schools and Colleges in 2016.

The focus of the 2015-16 school year is the implementation of the adopted English language arts curriculum, Collections.

### School Mission Statement

The ACCESS mission is to provide a continuum of services for agency partners and school districts that prepare all students to be college and career ready.

### School Vision Statement

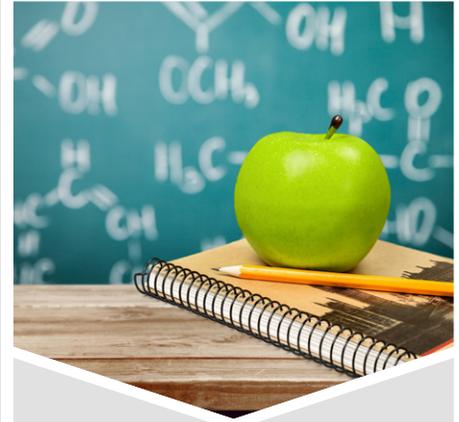
ACCESS students will be college and career ready by acquiring 21st century skills to become contributing members of their community.

### Parental Involvement

Research tells us that family involvement in schools makes a big difference. When schools, families and communities work together, student achievement increases. ACCESS Community Schools welcome and encourage family participation in a variety of ways:

- At enrollment, parents receive the School/Family Compact, which outlines specific ways that parents can support their child’s education at home, such as helping their child develop school and career goals.
- Bilingual Family Community Liaisons provide information and resources to all parents and also interpret at school meetings and events.
- Teachers schedule regular conferences with parents to discuss students’ academic needs and progress.
- Events such as Open House and Parent Night cover a wide range of information, including graduation requirements, state testing information, vocational and postsecondary opportunities, and student health and safety-related topics.
- Parents may serve on the General Parent Advisory Committee, Division English Learner Advisory Council (DELAC) and English Learner Advisory Committee (ELAC).
- Other involvement opportunities include classroom visits, college and career fairs, college tours, parenting classes, and workshops.
- There is a Family Community Liaison assigned to each administrative unit.

For more information on how to become involved, please contact Wendy Rogan at (714) 836-1563.



### School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school’s progress, test scores and achievements.

### Mission Statement

The mission of the Orange County Department of Education is to ensure that all students are equipped with the competencies they need to thrive in the 21st century.

### Vision Statement

Orange County will lead the nation in college and career readiness and success.



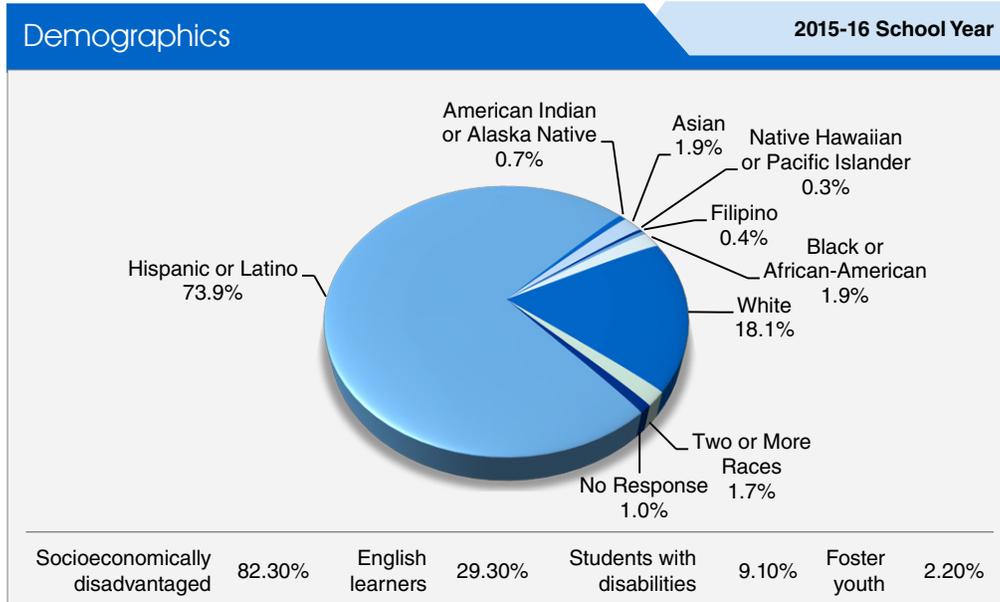
### Orange County Board of Education

- Rebecca Gomez, 1st District
- David L. Boyd, 2nd District
- Dr. Ken L. Williams, 3rd District
- John W. Bedell, Ph.D.; 4th District
- Linda Lindholm, 5th District



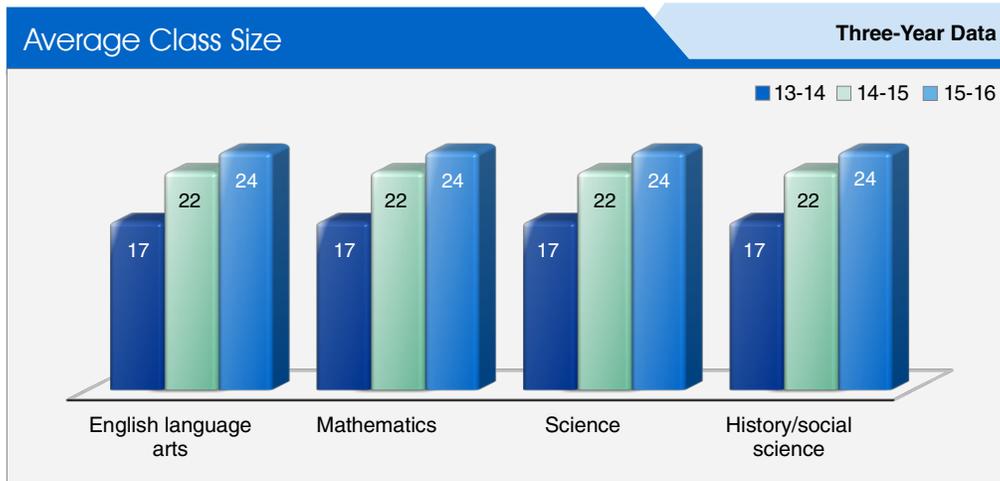
### Enrollment by Student Group

The total enrollment at the school was 2,576 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



### Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

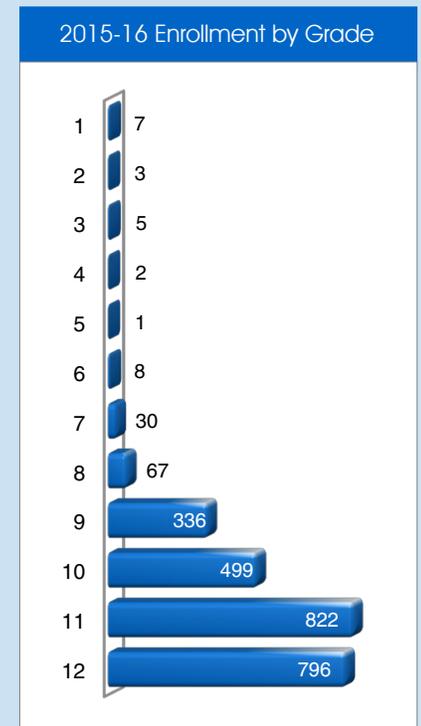


**Number of Classrooms by Size** **Three-Year Data**

Subject	Number of Students								
	2013-14			2014-15			2015-16		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	36	26		64	39	16	47	28	24
Mathematics	36	26		64	39	16	47	28	24
Science	36	26		64	39	16	47	28	24
History/social science	36	26		64	39	16	47	28	24

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

**Suspension and Expulsion Rates**

ACCESS CCS			
	13-14	14-15	15-16
Suspension rates	1.4%	0.9%	7.1%
Expulsion rates	0.0%	0.0%	0.0%
OCDE			
	13-14	14-15	15-16
Suspension rates	1.0%	0.6%	4.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



## Professional Development

The schools operated in ACCESS offer a variety of instructional strategies and programs to meet student needs. Those students struggling with basic skills are given direct support through specialized programs such as Max Scholar, iLit20, Lexia Core 5, and Accelerated Reader. High-quality professional development activities designed by school personnel support instructional practices leading to improved student achievement. Teachers and administrators participated in a variety of visitations, conferences, workshops, and in-services on topics such as writing strategies, literacy, instructional strategies, and personal/social development.

Three full staff-development days are held during the school year, and five two-hour staff-development meetings are scheduled to provide opportunities for teacher collaboration and professional growth. Topics have included mathematics, Alternative Teaching Strategies and Reaching Students of Poverty. New teachers were supported by instructional coaches and administrative staff in the areas of classroom management, individualized instruction, alternative teaching strategies and teaching resources for the at-risk student. New teachers were also supported by the Beginning Teacher Support and Assessment Program (BTSA) Induction.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
<b>ACCESS CCS</b>	3 days	3 days	3 days

## School Safety

The ACCESS Safe School Plan is updated biannually; the last review date was in February 2017. The ACCESS Safe School Plan is reviewed by the administrator and staff of each administrative unit prior to approval. Contents of the Safe School Plan include, but are not limited to, board policies, safe school strategies and programs, crisis-response procedures, and threat-assessment protocol. In addition, individual school sites develop safe school plans customized to address their specific needs. Site-specific safe school plans are kept at the sites and their regional administrative offices.

## Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2016-17 School Year	
	ACCESS CCS	OCDE
<b>Program Improvement status</b>	Not Title I	In PI
<b>First year of Program Improvement</b>	❖	2005-2006
<b>Year in Program Improvement</b>	❖	Year 3
<b>Number of schools currently in Program Improvement</b>		2
<b>Percentage of schools currently in Program Improvement</b>		100.00%

❖ Not applicable. The school is not in Program Improvement.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
<b>Grade 5</b>	
<b>Four of six standards</b>	❖
<b>Five of six standards</b>	❖
<b>Six of six standards</b>	❖
<b>Grade 7</b>	
<b>Four of six standards</b>	15.80%
<b>Five of six standards</b>	26.30%
<b>Six of six standards</b>	31.60%
<b>Grade 9</b>	
<b>Four of six standards</b>	22.20%
<b>Five of six standards</b>	16.70%
<b>Six of six standards</b>	9.70%



## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	ACCESS CCS			OCDE			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	12%	13%	16%	29%	25%	32%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	885	495	55.93%	15.76%	
Male	561	316	56.33%	19.30%	
Female	324	179	55.25%	9.50%	
Black or African-American	18	13	72.22%	0.00%	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	22	17	77.27%	29.41%	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	653	370	56.66%	11.89%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	149	67	44.97%	31.34%	
Two or more races	22	14	63.64%	42.86%	
Socioeconomically disadvantaged	714	408	57.14%	12.01%	
English learners	293	158	53.92%	2.53%	
Students with disabilities	63	46	73.02%	10.87%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	ACCESS CCS		OCDE		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	10%	10%	30%	28%	44%	48%
Mathematics	0%	2%	20%	18%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 6-8 and 11. Due to low enrollment scores are not shown for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	13	9	69.20%	11.11%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	9	75.00%	11.11%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	13	8	61.50%	0.00%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	8	66.70%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	42	21	50.00%	10.00%
Male	32	17	53.10%	12.50%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	28	17	60.70%	12.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	3	27.30%	0.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	36	19	52.80%	5.56%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	41	20	48.80%	5.26%
Male	31	16	51.60%	6.67%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	16	59.30%	6.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	3	27.30%	0.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	35	19	54.30%	5.56%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	166	87	52.40%	10.96%
Male	113	63	55.80%	7.02%
Female	53	24	45.30%	25.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	131	69	52.70%	6.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	19	8	42.10%	16.67%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	140	78	55.70%	10.61%
English learners	61	29	47.50%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	164	82	50.00%	2.82%
Male	113	61	54.00%	1.85%
Female	51	21	41.20%	5.88%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	130	64	49.20%	1.79%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	18	8	44.40%	0.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	138	72	52.20%	3.08%
English learners	60	28	46.70%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	1054	464	44.00%	10.10%
Male	692	300	43.40%	8.30%
Female	362	164	45.30%	13.30%
Black or African-American	24	12	50.00%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	15	55.60%	21.40%
Filipino	❖	❖	❖	❖
Hispanic or Latino	755	355	47.00%	6.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	207	71	34.30%	21.70%
Two or more races	18	1	5.60%	0.00%
Socioeconomically disadvantaged	820	384	46.80%	8.80%
English learners	316	146	46.20%	1.60%
Students with disabilities	68	28	41.20%	4.20%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	1056	439	41.60%	1.20%
Male	692	279	40.30%	0.80%
Female	364	160	44.00%	2.00%
Black or African-American	24	12	50.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	15	55.60%	7.10%
Filipino	❖	❖	❖	❖
Hispanic or Latino	756	336	44.40%	0.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	208	66	31.70%	4.90%
Two or more races	18	1	5.60%	0.00%
Socioeconomically disadvantaged	822	364	44.30%	1.20%
English learners	318	140	44.00%	0.00%
Students with disabilities	68	27	39.70%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit [www.cde.ca.gov/ci/gs/hs/hsgmin.asp](http://www.cde.ca.gov/ci/gs/hs/hsgmin.asp) or [www.cde.ca.gov/ci/gs/hs/cefhsggradreq.asp](http://www.cde.ca.gov/ci/gs/hs/cefhsggradreq.asp).

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	ACCESS CCS	OCDE	California
All students	76.55%	74.30%	85.66%
Black or African-American	65.52%	58.97%	76.88%
American Indian or Alaska Native	250.00%	170.00%	74.87%
Asian	116.00%	143.48%	92.78%
Filipino	16.67%	12.50%	96.80%
Hispanic or Latino	69.30%	64.39%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	103.89%	100.75%	87.23%
Two or more races	130.77%	134.78%	91.36%
Socioeconomically disadvantaged	40.49%	36.53%	76.61%
English learners	56.73%	50.27%	50.90%
Students with disabilities	141.89%	87.77%	68.38%
Foster youth	❖	❖	❖

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
ACCESS CCS	**	**	**	**	**	**
OCDE	87.54%	88.62%	89.96%	7.30%	6.70%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

\*\* County Office of Education administered schools receive the countywide rate.

## Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
ACCESS CCS	
2014-15 and 2015-16 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%



## Textbooks and Instructional Materials

The Orange County Board of Education has certified that all students have access to standards-based instructional materials in the academic core.

The textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

The Orange County Department of Education has affirmed that each pupil, including English learners, has their own textbook to use in class and to take home. This public hearing occurred in August 2016.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	☒	☒
Mathematics	☒	☒
Science	☒	☒
History/social science	☒	☒

☒ Due to Specialized Instruction, a list of textbook titles and publishers are not provided. However, a list may be found at the Orange County Department of Education.

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

## Career Technical Education Programs

A number of programs emphasizing successful transition skills are available. These programs foster the acquisition and growth of work-readiness skills. These include Regional Occupational Programs, career assessments, life-skills classes, vocational exploration, and partnerships with local community colleges and technical programs. We want our students to acquire an understanding of—and skills for—success in the workplace.

ACCESS County Community Schools offer Career Technical Education courses through the Career Pathways and Perkins Grants. These courses include Exploring Computers, Computer Programming and Game Design, Health Science Preparation, Health Care Occupations, Careers in Education, and Merchandising.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2015-16 Participation
		ACCESS CCS
Number of pupils participating in CTE		65
Percentage of pupils who completed a CTE program and earned a high school diploma		0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education		0%

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	8/3/2016



## Advanced Placement Courses

No information is available regarding Advanced Placement (AP) courses offered by ACCESS County Community Schools.



### School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

### School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Fair	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Fair	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			8/1/2016
<b>Date of the most recent completion of the inspection form</b>			9/30/2016

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed. Work orders specifically detailing deficiencies and repairs were submitted through the facilities maintenance online work order system. Most repairs were done by in-house facilities maintenance crews. Any repairs requiring specialized work will be repaired through the months of August 2016 through December 2016 by licensed contractor(s) to bring facilities to good repair.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
<b>Interior</b>	Missing, broken, and/or stained ceiling tiles. Replace missing, broken, and/or stained ceiling tiles completed September-December 2016.	
<b>Electrical</b>	Various ballasts/lights need to be replaced. Replacement of various ballasts/lights completed September-December 2016.	

### School Facilities

Alternative Education sites are located throughout Orange County. Each site maintains and annually reviews a comprehensive disaster plan modeled after Orange County Department of Education’s Master Disaster Preparedness Plan. The plan includes contingencies for: earthquake, fire, nuclear alerts and isolated emergency incidents. Additionally, staff members at each site have been trained in basic first aid and CPR.

*Continued on sidebar*

### School Facilities

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All stakeholders see a safe school environment as a shared responsibility of students, parents, teachers, staff, law enforcement and the community. Classroom instruction takes place throughout Orange County in a variety of facilities leased or owned by the Orange County Department of Education.

The sizes of the community school facilities and premises are determined by the standard square footage requirement for classroom instruction and teaching areas as prescribed by the program. School facilities also accommodate needs for paraeducator workstations, general workrooms, staff kitchenette or lounge areas, and conference rooms. Most community schools are located on leased properties. School sites are in buildings that have passed facility inspections for structural safety, meet building-code requirements and state educational fire codes. Site improvements are sustained through Deferred Maintenance funds and general budget allocations. Janitorial services are provided nightly during the week to maintain the cleanliness of classrooms and staff areas.

Routine maintenance, repairs and safety issues are reported through a work-order system. These work orders are prioritized, and the work is performed by school facility maintenance staff on a daily bases. Monthly routine site inspections are completed as well by using the Good Repair/Safety Report for any facility conditions that need follow-up repair.

Quarterly prevention inspections are conducted by school facility maintenance staff and contracted services to maintain equipment and devices for the operating systems of school sites.

In addition, annual facility inspections are done to certify that buildings are in compliance with Education Code 172002(d)(2) to ensure that school facilities are in good standing.

The Orange County Department of Education ACCESS County Community School program continues its master plan by using the identifiers mentioned above on specific facilities and equipment that qualify or need repair/renovation and/or replacement by using funds provided by School Deferred Maintenance and district general budget allocations.

These funds are earmarked exclusively for HVAC equipment, electrical issues and upgrades, paint, and flooring renovations to maintain the operation of the school facilities.

In addition, general fund allocations are used for tenant improvement projects for sites that were mandated to relocate for various reasons.



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	OCDE	ACCESS CCS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	279	149	134	128
Without a full credential	6	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	ACCESS CCS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
ACCESS CCS	100.00%	0.00%
All schools in district	98.76%	1.24%
High-poverty schools in district	99.67%	0.33%
Low-poverty schools in district	96.04%	3.96%

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	3.85
Average number of students per academic counselor	504
<b>Support Staff</b>	
	<b>FTE</b>
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	2.00
Psychologist	5.10
Social worker	5.60
Nurse	1.40
Speech/language/hearing specialist	1.85
Resource specialist (nonteaching)	13.65
Other	<b>FTE</b>
Family community liaisons	6.00
Community resource specialists	1.00
Transition specialists	4.00



## Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year	
	OCDE	Similar Sized District	
Beginning teacher salary	✱	✱	
Midrange teacher salary	✱	✱	
Highest teacher salary	✱	✱	
Average elementary school principal salary	✱	✱	
Average middle school principal salary	✱	✱	
Average high school principal salary	✱	✱	
Superintendent salary	✱	✱	
Teacher salaries: percentage of budget	✱	✱	
Administrative salaries: percentage of budget	✱	✱	

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
ACCESS CCS	\$10,147	\$105,185	
OCDE	\$9,473	\$109,743	
California	\$5,677	✧	
School and district: percentage difference	+7.1%	-4.2%	
School and California: percentage difference	+78.7%	◆	

✱ County Offices of Education that operate schools are not required to report this data.

✧ Data is not available.

◆ The percentage difference cannot be calculated because California Annual Average Teacher Salary is not available.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$10,147
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$10,147
Annual average teacher salary	\$105,185

## Types of Services Funded

Categorical funding provides paraprofessionals in almost every classroom as well as professional development, after-school tutoring and supplemental instructional materials.

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



## School Accountability Report Card

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