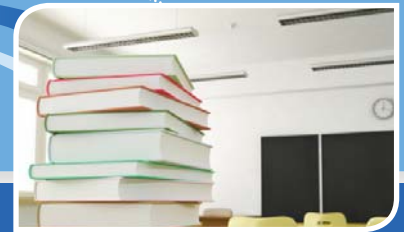


2011-12 School Accountability Report Card — Published During the 2012-13 School Year

200 Kalmus Drive Costa Mesa, CA 92628
Phone: (714) 966-4485 Fax: (714) 979-8510

GRADES K-12
www.access.k12.ca.us



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 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, 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, probation, or at-risk]); Categorical and Special Support (ACCESS programs are supported by a variety of specialized support personnel including counselors, psychologists, special education, and Title I teachers, 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 College.

Program Administrators and Principals for the administrative units:

- Admin Unit 1 – Katy Ramezani
- Admin Unit 2 – Jerry Hidgon
- Admin Unit 3 – Janeen Antonelli
- Admin Unit 4 – Chris Alfieri
- Admin Unit 5 – Karen Hudgins
- Admin Unit 6 – Mary Lou Vachet
- Admin Unit 7 – Dianne Blackburn

Mission Statement

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

Vision Statement

Our students learn in an alternative environment receiving a world class education that ensures their academic and personal success.

Orange County Department of Education

Al Mijares, Ph.D., Superintendent

200 Kalmus Drive
Costa Mesa, CA 92628
Phone: (714) 966-4000
Fax: (714) 662-3570

www.ocde.k12.ca.us



Lynn April Hartline
Deputy Superintendent

Nina Boyd
Associate Superintendent

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.

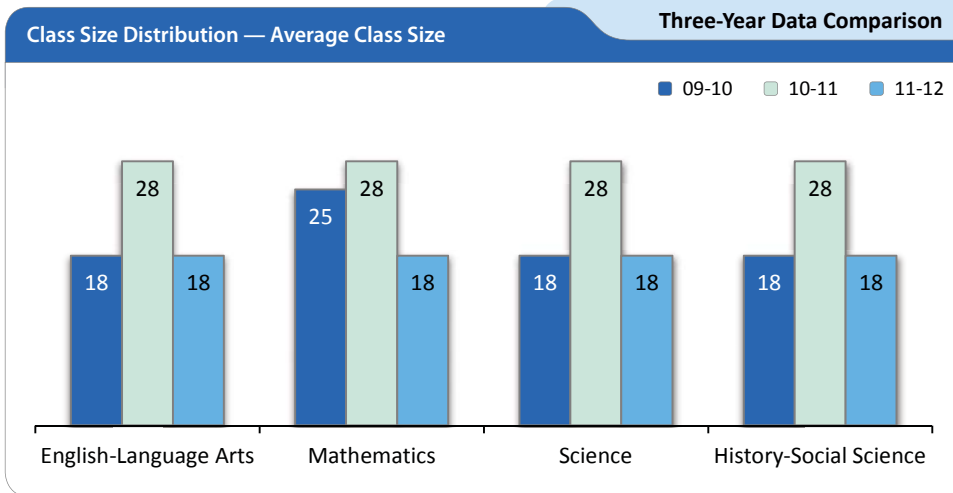
Orange County Board of Education

Robert Hammond, 1st District
David L. Boyd, 2nd District
Dr. Ken L. Williams, 3rd District
John W. Bedell, Ph.D, 4th District
Elizabeth Parker, 5th District



Class Size

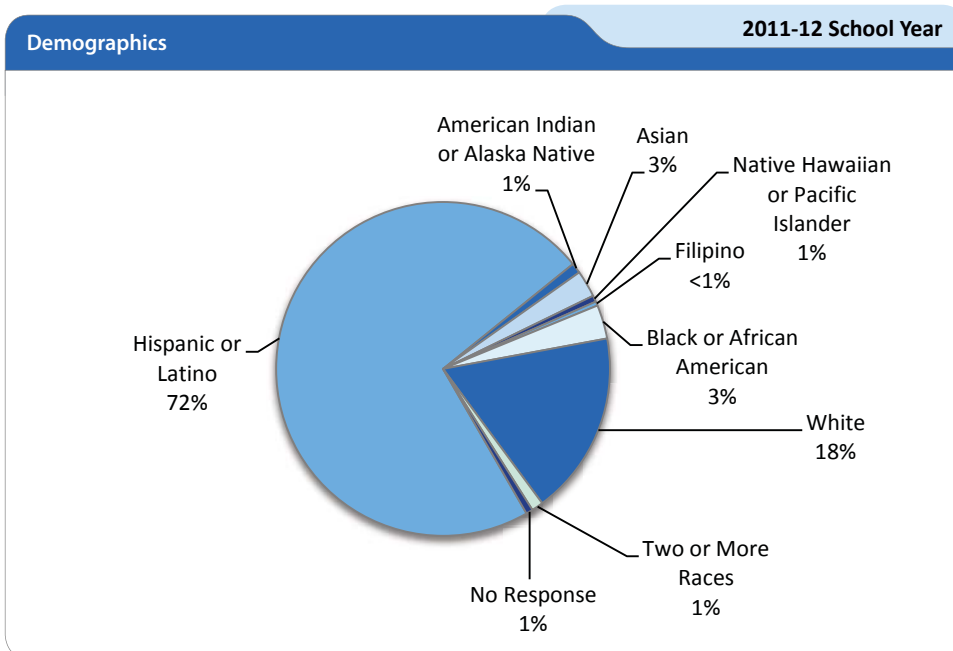
The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	56	11	6	47	39	54	48	11	
Mathematics	70	51	53	46	36	51	48	11	
Science	54	11	6	44	37	52	48	11	
History-Social Science	55	11	6	53	40	57	48	11	

Enrollment and Demographics

The total enrollment at the school was 4,438 students for the 2011-12 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

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. 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/.

2011-12 School Year	
Grade 5	
Four of Six Standards	❖
Five of Six Standards	❖
Six of Six Standards	❖
Grade 7	
Four of Six Standards	12.5%
Five of Six Standards	16.7%
Six of Six Standards	8.3%
Grade 9	
Four of Six Standards	35.8%
Five of Six Standards	23%
Six of Six Standards	21.6%

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

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/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 condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Fair
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/13/2012
Date of the Most Recent Completion of the Inspection Form			10/12/2012

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Replaced torn carpets in December 2012.	
Electrical	Replaced ballasts and electrical switch plates; enclosed wires in November 2012.	
External	Replaced broken door and fence locks in November 2012.	

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.

All stakeholders see a safe school environment as a shared responsibility: 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.

School Facilities

Continued from left

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/lounge areas, and conference rooms. Most community schools are located on leased properties. School sites are in buildings that have passed facility inspections for seismic structural safety. Site improvements are sustained through Deferred Maintenance Program 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 and are performed by school maintenance staff on a daily basis to insure the safety and health of students and staff. Inspections for the Deferred Maintenance Program are done regularly to identify facility needs and maintenance issues.

In 2007-08, five county community schools sites were renovated using allocations from the Deferred Maintenance Program. Approximately \$91,000 was earmarked and expended for these site improvement projects. Additionally, \$1,000,000 was allocated from the General Fund budget for other sites that were identified for renovations, tenant improvements, and repairs as part of the ACCESS site improvement project.

In 2008-09, the ACCESS County Community School program continued the site renovation project by focusing on specific facility repairs and equipment replacement. Numerous sites were identified for this project and were funded by the deferred maintenance allocations.

These funds were utilized for the repair of HVAC equipment and electrical needs to maintain the operation of the facilities.

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

In 2009-10, the ACCESS County Community School program continued its site improvement project by renovating an additional five sites countywide.

Continued on sidebar

Continued on page 4

Textbooks and Instructional Materials

The Orange County Department of Education Board of Education has certified that all students have access to standards based instructional materials in the academic core. The State-approved textbook for science was purchased this year.

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.

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	✕	✕
Mathematics	✕	✕
Science	✕	✕
History-Social Science	✕	✕

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		2012-13 School Year
Subject	Access CCS	Percent Lacking
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		◇

Quality of Textbooks

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

Quality of Textbooks		2012-13 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	
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

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

◇ Not applicable.

School Facilities

Continued from page 3

These renovations are part of the five year master plan that was implemented in 2007-08 school year by using fund provided by the State School Deferred Maintenance program.

In 2011-12, five more school sites will qualify for site improvements. The majority of the renovations are earmarked to be funded by the State Deferred Maintenance program.



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	09/2012



STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Subject	Three-Year Data Comparison											
	Students Scoring at Proficient or Advanced Levels			Access CCS			Orange CDE			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12			
English-Language Arts	12%	11%	11%	26%	27%	30%	52%	54%	56%			
Mathematics	9%	11%	10%	24%	28%	30%	48%	50%	51%			
Science	11%	10%	10%	23%	23%	23%	54%	57%	60%			
History-Social Science	8%	8%	10%	17%	19%	21%	44%	48%	49%			

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Group	Spring 2012 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	30%	30%	23%	21%
All Students at the School	11%	10%	10%	10%
Male	10%	11%	12%	12%
Female	13%	9%	7%	6%
Black or African American	14%	3%	4%	3%
American Indian or Alaska Native	4%	27%	8%	❖
Asian	17%	39%	33%	26%
Filipino	❖	❖	❖	❖
Hispanic or Latino	9%	8%	8%	7%
Native Hawaiian or Pacific Islander	5%	❖	❖	❖
White	20%	18%	14%	20%
Two or More Races	12%	❖	13%	4%
Socioeconomically Disadvantaged	8%	7%	9%	5%
English Learners	5%	8%	6%	5%
Students with Disabilities	4%	17%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

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

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Access County Community School is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/info/fguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.



API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group

2012 Growth API and Three-Year Data Comparison

Group	2012 Growth API						Access CCS – Actual API Change		
	Access CCS		Orange CDE		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	1,208	528	2,442	647	4,664,264	788	*	-40	34
Black or African American	29	475	62	678	313,201	710	*	■	■
American Indian or Alaska Native	17	544	23	566	31,606	742	*	■	■
Asian	35	518	200	818	404,670	905	*	■	■
Filipino	6	❖	13	784	124,824	869	*	■	■
Hispanic or Latino	884	514	1,297	552	2,425,230	740	*	-47	50
Native Hawaiian or Pacific Islander	9	❖	13	486	26,563	775	*	■	■
White	204	597	699	751	1,221,860	853	*	-8	-9
Two or More Races	15	568	73	770	88,428	849	*	■	■
Socioeconomically Disadvantaged	425	504	655	523	2,779,680	737	*	-42	46
English Learners	565	496	815	527	1,530,297	716	*	-31	36
Students with Disabilities	61	377	106	419	530,935	607	*	■	■

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

■ Data are reported only for numerically significant groups.

* The school did not have a valid 2009 Base API and will not have any growth or target information. Therefore, API change data is not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria			2011-12 School Year	
	Access CCS		Orange CDE	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	No	No	No	No
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	No		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year	
	Access CCS	Orange CDE	
Program Improvement Status	Not In PI	In PI	
First Year of Program Improvement	◇	2005-2006	
Year in Program Improvement	◇	Year 3	
Number of Schools Identified for Program Improvement		1	
Percent of Schools Identified for Program Improvement		25.00%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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.

◇ Not applicable.

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 such specialized programs as Accelerated Reader, Language, and New Century Integrated Learning System. 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, and personal/social development.

Three staff development days were held during the school year to provide opportunities for teacher collaboration and professional growth. Topics 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. The staff development focus for 2010-11 was instructional strategies for English learners and math content standards. Math training for the new CGP math was implemented along with professional collaboration and work focused on English learners.

For the previous three school years, we had three days each year dedicated to staff and professional development.



Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2011-12 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2012	
Group	Access CCS	Orange CDE	
All Students	50%	46%	
Black or African American	71%	53%	
American Indian or Alaska Native	71%	72%	
Asian	55%	49%	
Filipino	75%	64%	
Hispanic or Latino	46%	42%	
Native Hawaiian or Pacific Islander	71%	44%	
White	57%	56%	
Two or More Races	45%	47%	
Socioeconomically Disadvantaged	59%	53%	
English Learners	44%	39%	
Students with Disabilities	58%	45%	

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	08-09	09-10	10-11	08-09	09-10	10-11
Access CCS	⌘	82.63%	85.56%	⌘	12.30%	9.30%
Orange CDE	⌘	82.63%	85.56%	⌘	12.30%	9.30%
California	⌘	74.72%	76.26%	⌘	16.6%	14.4%

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

⌘ The 2008-09 graduation and dropout rates are not displayed because they are based on a different method of calculation and cannot be compared to the data using the new cohort calculation method.

Types of Services Funded

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



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 Houses and Parent Nights are coordinated with Title I, Safe Schools, and Health and Nutrition Services, and cover a wide range of information, such as graduation requirements, state testing requirements, vocational and post-secondary opportunities, and student health and safety-related topics
- Parents may be elected to participate in the School Site Council
- Other involvement opportunities include: classroom visits, college tours, parenting classes, and workshops on topics such as nutrition

Parental involvement opportunities are coordinated by Wendy Rogan, Family Involvement Program Manager; she can be reached at (714) 836-6420. There is Family Community Liaison assigned to each administrative unit who is bilingual.

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

	Three-Year Data Comparison					
	Students Scoring at Proficient or Advanced Levels					
	English-Language Arts			Mathematics		
	09-10	10-11	11-12	09-10	10-11	11-12
Access CCS	20%	20%	19%	15%	12%	12%
Orange CDE	28%	29%	24%	22%	20%	19%
California	54%	59%	56%	54%	56%	58%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Students Achieving at Each Performance Levels	2011-12 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	76%	14%	10%	81%	15%	4%
All Students at the School	81%	13%	5%	88%	11%	1%
Male	85%	10%	5%	88%	11%	1%
Female	76%	18%	6%	88%	12%	0%
Black or African American	67%	25%	8%	100%	0%	0%
American Indian or Alaska Native	91%	9%	0%	83%	17%	0%
Asian	67%	22%	11%	79%	21%	0%
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	85%	12%	3%	91%	9%	1%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	73%	17%	10%	80%	19%	2%
Two or More Races	69%	19%	13%	73%	27%	0%
Socioeconomically Disadvantaged	86%	11%	2%	91%	8%	1%
English Learners	91%	9%	0%	93%	7%	0%
Students with Disabilities	94%	3%	3%	97%	3%	0%
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

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

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 www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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. (Outside source)

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) 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		2010-11 and 2011-12 School Years
		Access CCS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2011-12		◇
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2010-11		◇

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 School does not offer a formal career technical education program or classes.

Career Technical Education Participation

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

Career Technical Education Data		2011-12 Participation
		Access CCS
Number of Pupils Participating in CTE		0
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%

◇ Information not available.

Advanced Placement Courses

No information is available for Orange County Community School regarding advanced placement (AP) courses offered.



School Safety

The ACCESS Safe School Plan is updated biannually; the last review date was October 2011. The ACCESS Safe School Advisory Committee is responsible for approving the ACCESS Safe School Plan and making future recommendations. Members include: teachers, administrators, safe school coordinators, students, parents, and law enforcement representatives. Contents of the Safe School Plan include, but are not limited to, the following: 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 PAR (regional) administrative offices.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information	Three-Year Data Comparison			
	Orange CDE	Access CCS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	341	171	176	164
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Access CCS		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Access CCS	96.91%	3.09%
All Schools in District	87.22%	12.78%
High-Poverty Schools in District	76.06%	23.94%
Low-Poverty Schools in District	81.10%	18.90%

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

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	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	1.00
Ratio of Students Per Academic Counselor	4,438:1
Support Staff	
FTE	
Social/Behavioral or Career Development Counselors	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	2.00
Psychologist	3.50
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	12.50
Other	
FTE	
Program Support Assistant-Family Community Liaison	7.00
Transition Specialist	4.00



Financial Data

The financial data displayed in the SARC is from the 2010-11 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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	2010-11 Fiscal Year	
	Orange CDE	Similar Sized District
Beginning Teacher Salary	⌘	⌘
Mid-Range Teacher Salary	⌘	⌘
Highest Teacher Salary	⌘	⌘
Average Principal Salary (Elementary School)	⌘	⌘
Average Principal Salary (Middle School)	⌘	⌘
Average Principal Salary (High School)	⌘	⌘
Superintendent Salary	⌘	⌘
Teacher Salaries — Percent of Budget	⌘	⌘
Administrative Salaries — Percent of Budget	⌘	⌘

Financial Data Comparison

The following 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	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Access CCS	\$7,678	\$103,824
Orange CDE	\$7,203	\$103,801
California	\$5,455	\$68,835
School and District — Percent Difference	+6.2%	+0.0%
School and California — Percent Difference	+28.9%	+33.7%

⌘ County offices of education that operate schools are not required to report this data.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. 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 of each year.

All data accurate as of November 29, 2012.

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	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$7,678
Expenditures Per Pupil From Restricted Sources	\$0
Expenditures Per Pupil From Unrestricted Sources	\$7,678
Annual Average Teacher Salary	\$103,824



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Access CCS			
	09-10	10-11	11-12
Suspension Rates	0.0%	18.3%	16.0%
Expulsion Rates	0.0%	0.0%	0.0%
Orange CDE			
	09-10	10-11	11-12
Suspension Rates	13.0%	13.0%	9.6%
Expulsion Rates	0.0%	0.0%	0.0%

School Accountability Report Card

PUBLISHED BY: **SIA** School Innovations & Achievement
www.sia-us.com | 800.487.9234