

Access County Community School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year



GRADES K-12

200 Kalmus Drive Costa Mesa, CA 92628
Phone: (714) 966-4485 Fax: (714) 979-8510
Website: www.access.k12.ca.us

William M. Habermehl
Superintendent

Tony Gibson
Director

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).

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.

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**“Dedicated to World Class Education...
Where Every Student Succeeds.”**

Orange County Department of Education



200 Kalmus Drive
Costa Mesa, CA 92628
Phone: (714) 966-4000
Fax: (714) 662-3570
www.ocde.k12.ca.us

Orange County Department of Education

William M. Habermehl
*County Superintendent
of Schools*

Lynn April Hartline
Deputy Superintendent

John L. Nelson, Ed.D.
Associate Superintendent

Orange County Board of Education

Long Pham, Ph.D.
1st District

David L. Boyd
2nd District

Dr. Ken L. Williams
3rd District

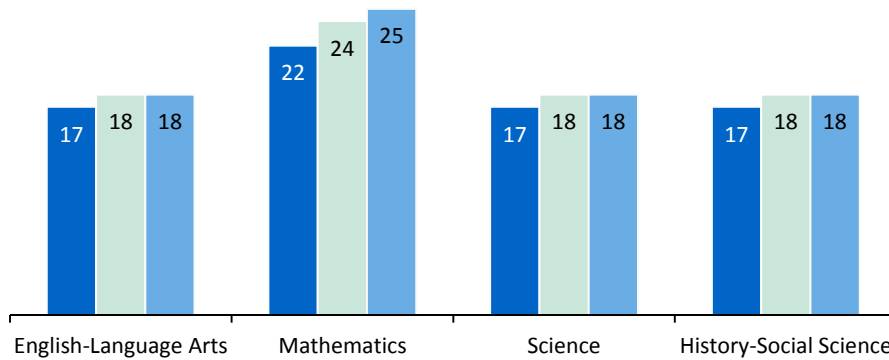
John W. Bedell, Ph.D.
4th District

Elizabeth Parker
5th District

Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

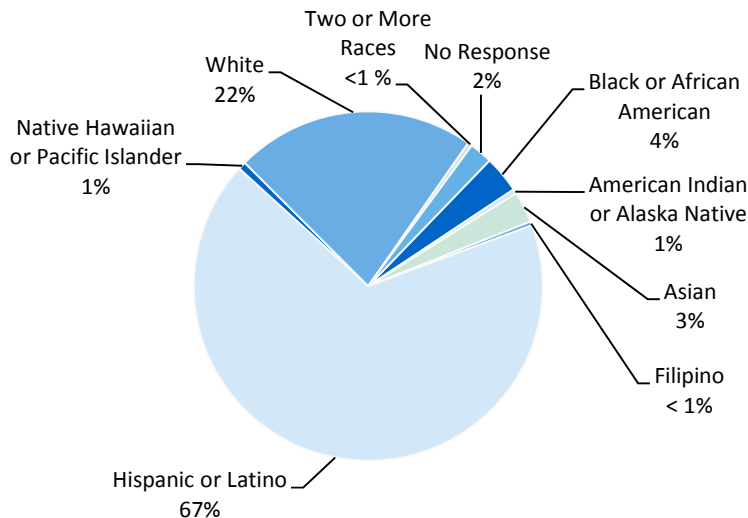


Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	101	12		83	6	1	56	11	6
Mathematics	124	79	27	108	53	38	70	51	53
Science	99	12	1	83	6	1	54	11	6
History-Social Science	99	12		83	6	1	55	11	6

Enrollment and Demographics

The total enrollment at the school was 4,832 students for the 2009-10 school year.



Director's Message

Continued from page 1

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 – Devin Lawson

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



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 Revolution Prep, Performance Series, and Skate Kids. 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 inservices 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 Classroom management strategies. Each community school staff member was involved in the Focus on Learning Self Review in preparation of the WASC accrediting visit in the spring of 2010. New teachers were supported by the Beginning Teacher Support and Assessment program (BTSA)/Induction throughout the first two years of their employment. Instructional strategies geared toward English learners and math content standards continue as areas of focus for staff development for 2009-10.

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

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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **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			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/05/2010
Date of the Most Recent Completion of the Inspection Form			10/05/2010

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	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	HVAC temperatures adjusted, November 6, 2009.
Cleanliness	Soiled carpets and flooring cleaned, November 6, 2009.
Electrical	Loose wires, light ant ballast replacement, November 6, 2009.
Restrooms/Fountains	Restroom fan replacement, November 6, 2009.

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.

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School Facilities

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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.

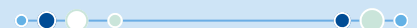
The sizes of the community school facilities and premises are determined by the standard square footage requirement for classroom instruction and teaching areas as prescribed by the program. School facilities also accommodate needs for paraeducator workstations, general workrooms, staff kitchenette/lounge 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.

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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		
Subject	Textbook	Adopted
English-Language Arts	✘	✘
Mathematics	✘	✘
Science	✘	✘
History-Social Science	✘	✘

✘ 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.

Availability of Textbooks and Instructional Materials

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

Access County Community School	
Subject	Percentage 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 (Grades 9-12)	✘

Note: This data was most recently collected and verified in August 2010.

✘ Not applicable.

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.

	Access CCS			Orange CDE		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	3.2%	3.7%	19.0%	2.6%	2.7%	13.0%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Facilities

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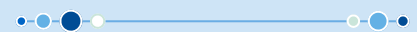
These funds were utilized for the repair of HVAC equipment and electrical needs to maintain the operation of the facilities.

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

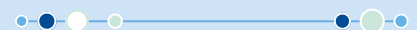
In 2009-10, the ACCESS County Community School program continued its site improvement project by renovating an additional five sites county-wide. These renovations are part of the five year master plan that was implemented in 2007-08 school year by using fund provided by the State School Deferred Maintenance 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.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$105,740 for the Deferred Maintenance Program. This represents 1.5% of the District's general fund budget.



“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.”



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Access CCS			Orange CDE			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	11%	11%	12%	23%	25%	26%	46%	50%	52%
Mathematics	9%	8%	9%	20%	21%	24%	43%	46%	48%
Science	7%	8%	11%	19%	21%	23%	46%	50%	54%
History-Social Science	6%	7%	8%	11%	13%	17%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	26%	24%	23%	17%
All Students at the School	12%	9%	11%	8%
Male	10%	9%	12%	9%
Female	15%	9%	8%	6%
Black or African American	4%	0%	5%	0%
American Indian or Alaska Native	8%	❖	❖	❖
Asian	21%	24%	26%	14%
Filipino	❖	❖	❖	❖
Hispanic or Latino	9%	7%	7%	6%
Native Hawaiian or Pacific Islander	21%	❖	❖	❖
White	22%	15%	22%	15%
Two or More Races	12%	18%	5%	6%
Socioeconomically Disadvantaged	9%	6%	8%	4%
English Learners	5%	5%	6%	3%
Students with Disabilities	4%	3%	0%	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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.



Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used.

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 rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools rank” reflects how a school compares to 100 statistically matched similar schools.

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. This table displays, by student group, the 2010 Growth API at the school, district, and state level.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Access CCS	Orange CDE	California
All Students	541	632	767
Black or African American	■	■	685
American Indian or Alaska Native	■	■	728
Asian	■	779	889
Filipino	■	■	851
Hispanic of Latino	517	540	715
Native Hawaiian or Pacific Islander	■	■	754
White	614	736	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	509	532	712
English Learners	499	519	691
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

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 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	
2009-10 Participation	
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%

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Federal Intervention Program		
	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	25.0%	

◇ Not applicable.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

	Access CCS			Orange CDE			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	51.4%	51.66%	50.04%	49.98%	47.47%	40.88%	80.61%	80.21%	78.59%
1-year Dropout Rate	24.54%	26.72%	25.39%	29.1%	32.07%	34.74%	5.46%	4.88%	5.69%

Completion of High School Graduation Requirements

Group	Graduating Class of 2010		
	Access CCS	Orange CDE	California
All Students	52.0%	52.0%	94.5%
Socioeconomically Disadvantaged	58.0%	26.0%	91.3%
English Learners	47.0%	49.0%	98.5%
Students with Disabilities	55.0%	60.0%	53.4%
Black or African American	54.0%	52.0%	89.7%
American Indian or Alaska Native	45.0%	43.0%	95.3%
Asian	51.0%	53.0%	97.4%
Filipino	42.0%	47.0%	98.2%
Hispanic or Latino	48.0%	45.0%	91.6%
Native Hawaiian or Pacific Islander	72.0%	74.0%	95.2%
White	62.0%	57.0%	98.1%
Two or More Races	100.0%	○	◇

○ Data not available from the district at this time.

◇ Data not available from the state at this time.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

School Safety

The ACCESS Safe School Plan is updated biannually; the last review date was February 2010. 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.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and 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. For more information, visit www.cde.ca.gov/ta/tg/hs/.



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	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	No		Yes	
Graduation Rate	No		No	

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.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◇
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	2.0
Social Worker	3.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	9.0
Other	0.0

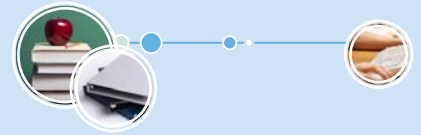
◇ Not applicable.

Adequate Yearly Progress

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

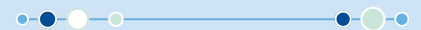
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



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).



California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but 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 an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Access CCS	17.1%	21.2%	21%	14.2%	17.6%	13.4%
Orange CDE	26.8%	30.9%	32%	22.7%	25.1%	23.8%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

CAHSEE Results by Student Group: English-Language Arts

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

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	◇	◇	◇
All Students at the School	79.1%	15.5%	5.3%
Male	81.8%	13.3%	4.9%
Female	75.2%	18.8%	6.0%
Black or African American	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇
Asian	◇	◇	◇
Filipino	◇	◇	◇
Hispanic or Latino	85.9%	11.9%	2.2%
Native Hawaiian or Pacific Islander	◇	◇	◇
White	54.2%	29.2%	16.7%
Two or More Races	◇	◇	◇
Socioeconomically Disadvantaged	81.6%	16.1%	2.3%
English Learners	86.3%	11.2%	2.5%
Students with Disabilities	95.0%	5.0%	0.0%
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.

◇ Data not available from the state at this time.

“Through a variety of powerful learning strategies students achieve proficiency level literacy.”

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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
Grade 7	
Four of Six Standards	31.4%
Five of Six Standards	8.6%
Six of Six Standards	2.9%
Grade 9	
Four of Six Standards	21.0%
Five of Six Standards	19.6%
Six of Six Standards	7.9%
◇ 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.	

CAHSEE Results by Student Group: Mathematics

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	◇	◇	◇
All Students at the School	86.4%	12.0%	1.6%
Male	86.0%	12.1%	1.9%
Female	86.9%	11.8%	1.3%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	89.0%	9.8%	1.1%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	72.5%	23.2%	4.3%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	85.5%	10.8%	3.6%
English Learners	90.7%	8.1%	1.2%
Students with Disabilities	100.0%	0.0%	0.0%
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.
 ◇ Data not available from the state at this time.

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, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	08-09
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	◇
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◇

◇ Information not available.

“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.”

CAHSEE Results by Student Group: Mathematics

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



Courses Required for UC/CSU Admission

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 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 more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

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				
	Orange CDE	Access CCS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	358	229	213	171
Without Full Credential	2	24	6	0
Teaching Outside Subject Area of Competence		46	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			
	Access CCS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	46	0	0
Vacant Teacher Positions	3	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 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Access CCS	87.6%	12.4%
All Schools in District	85.3%	14.7%
High-Poverty Schools in District	74.2%	25.8%
Low-Poverty Schools in District	88.1%	11.9%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% 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.

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.



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		
Category	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	✘	✘

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

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	
	Access CCS
Total Expenditures Per Pupil	\$16,877
Expenditures Per Pupil From Restricted Sources	\$8,438
Expenditures Per Pupil From Unrestricted Sources	\$8,438
Annual Average Teacher Salary	\$101,873

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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Access CCS	\$8,438	\$101,873
Orange CDE	\$8,777	\$98,721
California	\$5,681	\$68,179
School and District — Percent Difference	-4.0%	+3.1%
School and California — Percent Difference	+32.7%	+33.1%

Financial Data

The financial data displayed in the SARC is from the 2008-09 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.

Advanced Placement Courses

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

Types of Services Funded

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



School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of February 2011.