



ACCESS County Community School

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Para español, visita
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SARC

2016-17
School Accountability
Report Card
Published in 2017-18



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.

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 career coaches.

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

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 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 Safety

The ACCESS Safe School Plan is updated biannually; the last review date was in February 2018. 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.

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*

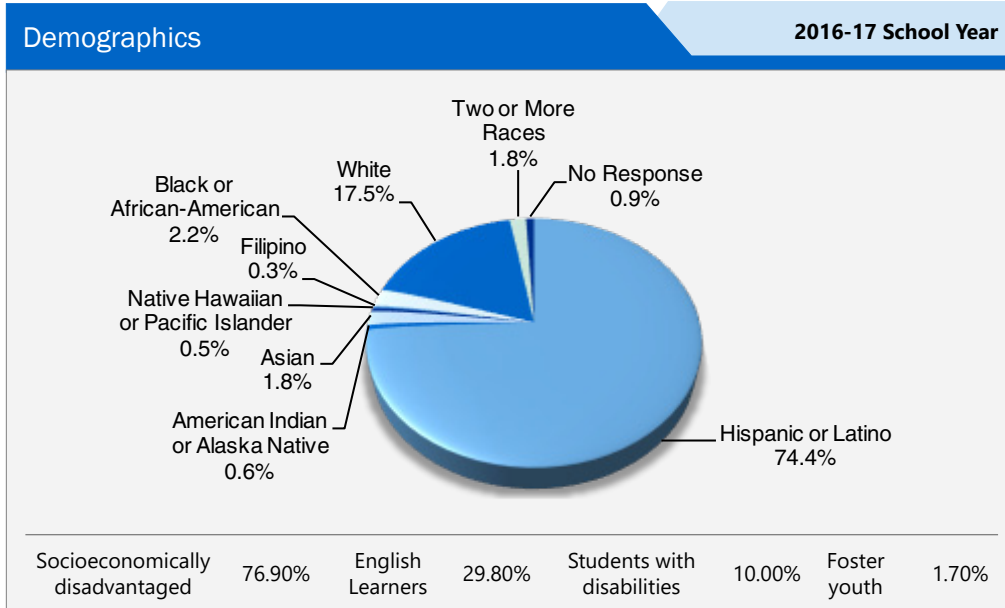
Dr. Ken L. Williams, *3rd District*

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

Linda Lindholm, *5th District*

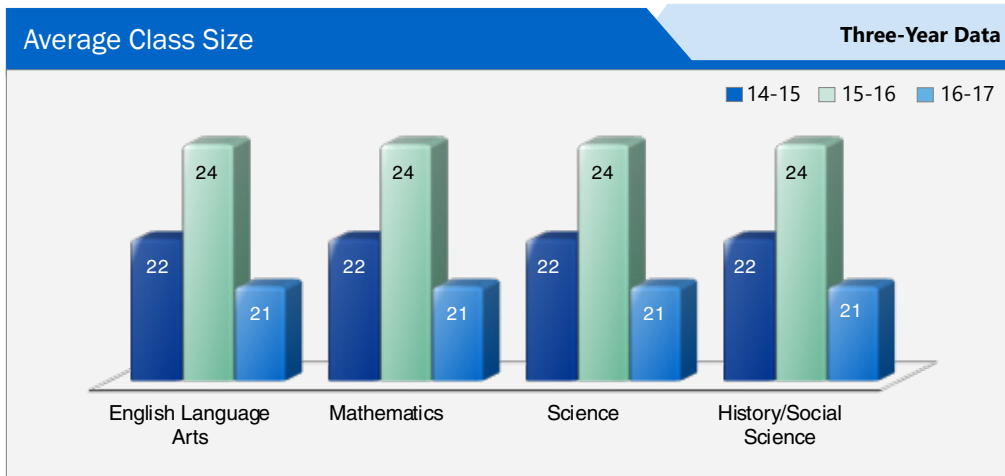
Enrollment by Student Group

The total enrollment at the school was 2,137 students for the 2016-17 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.

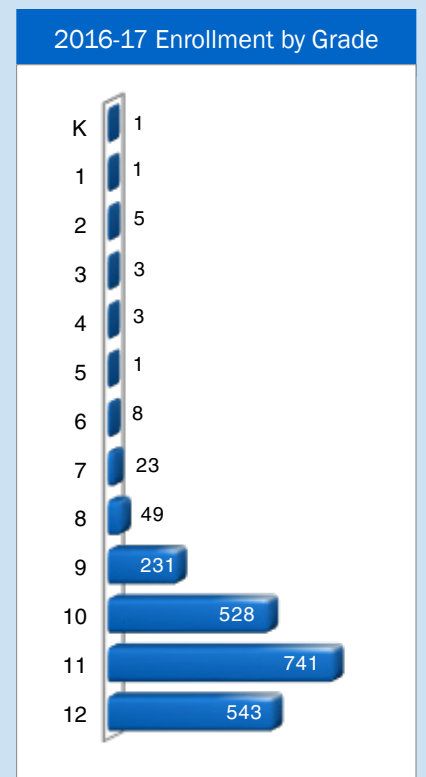


Number of Classrooms by Size **Three-Year Data**

Subject	2014-15			2015-16			2016-17		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English Language Arts	64	39	16	47	28	24	58	23	11
Mathematics	64	39	16	47	28	24	58	23	11
Science	64	39	16	47	28	24	58	23	11
History/Social Science	64	39	16	47	28	24	58	23	11

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



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.

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 table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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

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)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	ACCESS CCS		OCDE		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English Language Arts/Literacy	10%	8%	28%	35%	48%	48%
Mathematics	2%	2%	18%	24%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 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 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 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 2017-18 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.

Federal Intervention Program		2017-18 School Year
	ACCESS CCS	OCDE
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2005-2006
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		2
Percentage of schools currently in Program Improvement		50.00%

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current Individualized Education Plan (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math 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.



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

The table on the following page displays the percentage of students that met or exceeded state standards in English Language Arts/Literacy and mathematics for the school by student groups for grades 3-8 and 11.

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 CAA 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 (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	895	677	75.64%	7.83%
Male	580	433	74.66%	6.93%
Female	315	244	77.46%	9.43%
Black or African-American	24	17	70.83%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	22	18	81.82%	22.22%
Filipino	❖	❖	❖	❖
Hispanic or Latino	687	535	77.87%	6.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	130	83	63.85%	16.87%
Two or more races	12	10	83.33%	10.00%
Socioeconomically disadvantaged	740	575	77.70%	6.96%
English Learners	347	279	80.40%	1.79%
Students with disabilities	90	74	82.22%	4.05%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	18	15	83.33%	0.00%
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	899	668	74.30%	1.80%
Male	584	431	73.80%	1.86%
Female	315	237	75.24%	1.69%
Black or African-American	24	16	66.67%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	22	17	77.27%	11.76%
Filipino	❖	❖	❖	❖
Hispanic or Latino	691	530	76.70%	0.94%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	130	82	63.08%	4.88%
Two or more races	12	9	75.00%	0.00%
Socioeconomically disadvantaged	743	569	76.58%	1.76%
English Learners	347	272	78.39%	1.10%
Students with disabilities	91	72	79.12%	1.39%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	18	15	83.33%	0.00%

❖ 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.

California Physical Fitness Test		2016-17 School Year		
Percentage of Students Meeting Fitness Standards	ACCESS CCS			
	Grade 5	Grade 7	Grade 9	
Four of six standards	❖	21.10%	33.70%	
Five of six standards	❖	10.50%	14.60%	
Six of six standards	❖	5.30%	7.90%	



Types of Services Funded

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

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.

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/or 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		2015-16 and 2016-17 School Years		
		ACCESS CCS		
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17		0.00%		
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16		0.00%		

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			
	14-15	15-16	16-17
Suspension rates	0.9%	7.1%	5.2%
Expulsion rates	0.0%	0.0%	0.00%
OCDE			
	14-15	15-16	16-17
Suspension rates	0.6%	4.1%	3.7%
Expulsion rates	0.0%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

❖ 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. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgadreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2016	
Group	ACCESS CCS	OCDE	California
All students	97.99%	94.72%	87.11%
Black or African-American	100.00%	100.00%	79.19%
American Indian or Alaska Native	50.00%	40.00%	80.17%
Asian	100.00%	100.00%	94.42%
Filipino	100.00%	62.50%	93.76%
Hispanic or Latino	89.94%	88.36%	84.58%
Native Hawaiian or Pacific Islander	100.00%	100.00%	86.57%
White	100.00%	100.00%	90.99%
Two or more races	100.00%	100.00%	90.59%
Socioeconomically disadvantaged	93.86%	94.03%	85.45%
English Learners	74.03%	74.02%	55.44%
Students with disabilities	100.00%	78.69%	63.90%
Foster youth	100.00%	96.00%	68.19%

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		
	13-14	14-15	15-16	13-14	14-15	15-16
ACCESS CCS	**	**	**	**	**	**
OCDE	88.62%	89.96%	91.00%	7.30%	6.70%	5.20%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

Advanced Placement Courses

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

❖ 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.

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



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	
ACCESS CCS	
2016-17 Participation	
Number of pupils participating in a CTE program	60
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	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 on August 16, 2017.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/Language Arts	☒	☒
Mathematics	☒	☒
Science	☒	☒
History/Social Science	☒	☒

☒ Due to Specialized Instruction, we do not provide a list of textbook titles and publishers. However, a list is available 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.

Percentage of Students Lacking Materials by Subject		2017-18 School Year
ACCESS CCS	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	0%	

Quality of Textbooks

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

Quality of Textbooks	
2017-18 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

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		2017-18 School Year
Data collection date	8/16/2017	



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair	
Cleanliness: Pest/vermin control, overall cleanliness	Fair	
Electrical: Electrical systems	Fair	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Fair	
Date of the most recent school site inspection	11/15/2017	
Date of the most recent completion of the inspection form	11/15/2017	

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.

Deficiencies and Repairs		2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	The air conditioning needs repair. Repair the air conditioning.	11/30/17
Interior	The carpet needs repair, and the ceiling tiles are stained or damaged. Repair the carpet and replace ceiling tiles.	12/30/17
Cleanliness	Removal of graffiti; there's a pest and roach infestation. Removed the graffiti; mitigate the pest and roach infestation.	12/30/17
Electrical	Replace the ballasts and light bulbs. Various electrical covers are missing. Replaced the ballasts and installed new light bulbs. Replaced various electrical covers.	12/30/17
Restrooms/fountains	Replace or repair the leaking faucets.	12/30/17
Safety	Install smoke alarms, smog detector, lit exit sign broken and remove household chemicals. Install smoke alarms, a smog detector, replace lit exit sign and remove nonconforming household chemicals.	12/30/17
Structural	There is a broken doorframe and cracked walls. Repair the broken doorframe and cracked walls; have an engineer inspect the site.	12/30/17
External	There is a broken perimeter gate. Repair the broken perimeter gate.	12/30/17

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 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.

Continued on page 10

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.

Teacher Credential Information	Three-Year Data			
	OCDE	ACCESS CCS		
Teachers	17-18	15-16	16-17	17-18
With a full credential	252	134	128	112
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	15-16	16-17	17-18
Teacher misassignments of English Learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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, iReady, Lexia Reading Core5 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 and 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 curriculum training on the adopted ELA curriculum, Collections. 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.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
ACCESS CCS	3 days	3 days	3 days

School Facilities

Continued from page 9

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.

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

2016-17 School Year

Academic Counselors

FTE of Academic Counselors 4.6

Average number of students per Academic Counselor 369

Support Staff FTE

Social/Behavioral Counselor 0.0

Career Development Counselor 0.0

Library Media Teacher (Librarian) 0.0

Library media services staff (Paraprofessional) 2.0

Psychologist 5.1

Social Worker 4.0

Nurse 2.0

Speech/Language/Hearing Specialist 1.8

Resource Specialist (nonteaching) 13.9

Other FTE

Transition Specialist 5.0

Family Community Liaison 6.0

Community Resource Specialist 1.0

Financial Data

The financial data displayed in this SARC is from the 2015-16 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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		2015-16 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		2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
ACCESS CCS	\$11,942	\$107,455	
OCDE	\$11,820	\$114,762	
California	\$6,574	◇	
School and district: percentage difference	+1.0%	-6.4%	
School and California: percentage difference	+81.7%	◆	

⊕ 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.

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$11,942
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$11,942
Annual average teacher salary	\$107,455



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.

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://dq.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 November 2017.

School Accountability Report Card

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