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## Program 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 Standards & Frameworks. 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.

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.

Juvenile Hall and the other institutional schools received a six-year accreditation from the Western Association of Schools and Colleges in the spring of 2010.

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 and/or probation]), Categorical and Special Support (ACCESS programs are supported by a variety of specialized support personnel including counselors, psychologists, special education, and Title I staff, including group home tutors and transition specialists), and Adult Correctional Education Program ACEP (educational programs for adults ages 18 and older, residing in correctional institutions).

## 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 Youth Correctional Education Program (YCEP) welcomes and encourages family participation in a variety of ways:

- Parent-involvement activities are coordinated with Probation, the Orange County Health Care Agency, and other collaborative partners.
- A bilingual family community liaison is available to assist parents during enrollment, parent-teacher conferences, meetings, and family events at school sites.
- A 12-week parenting class is offered to qualifying families through the Orange County Health Care Agency.
- Parents, school personnel, and probation staff may be elected to serve on the School Site Council and English Learner Advisory Committee.
- Parents participate on the Parent Teacher Student Association (PTSA) unit located at Rio Contiguo School.

Parental involvement opportunities are coordinated by Family Engagement Program Manager Wendy Rogan. Please contact her at (714) 836-1563 if you would like additional information.

## School Safety

The ACCESS Safe School Plan is updated biannually; the last review date was in February 2014. 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, 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.

## Orange County Department of Education

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## 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

Robert Hammond, 1st District

David L. Boyd, 2nd District

Dr. Ken L. Williams, 3rd District

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

Linda Lindholm, 5th District

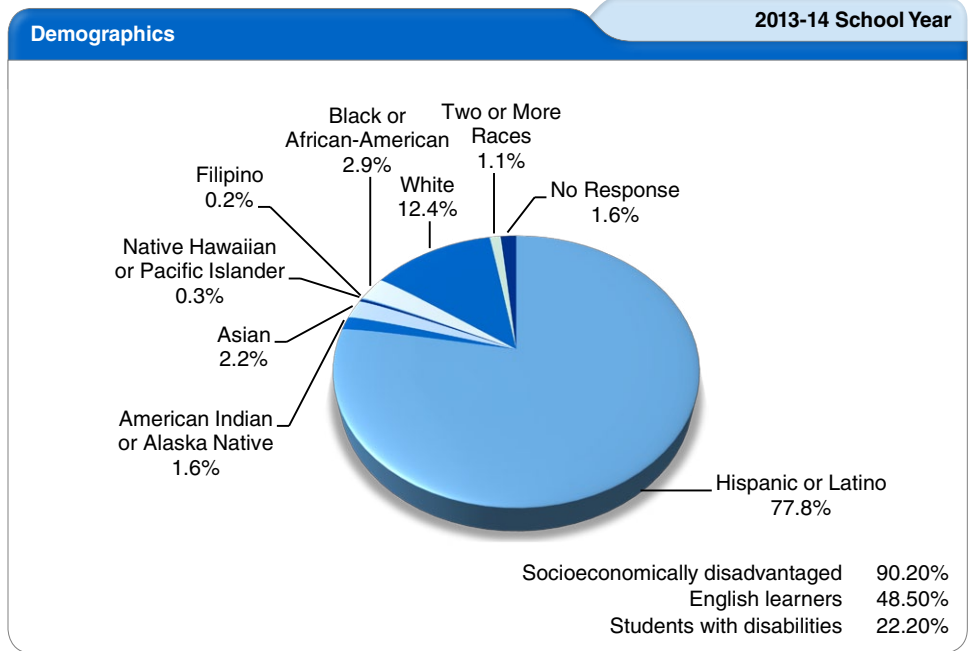
## 2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

Para español visita:  
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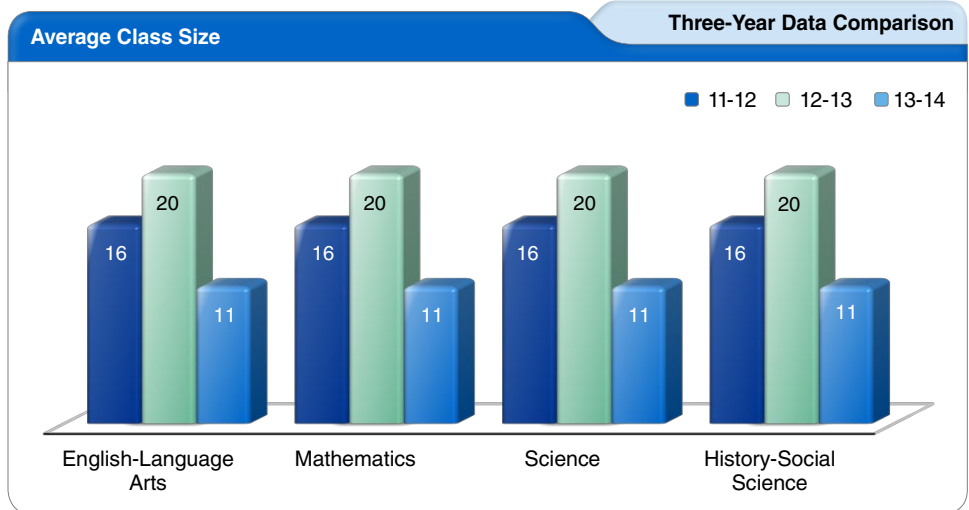
### Enrollment by Student Group

The total enrollment at the school was 631 students for the 2013-14 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.

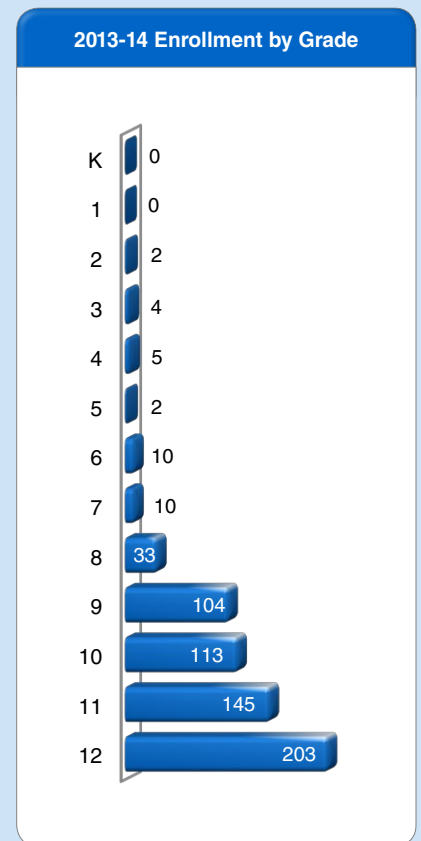


**Number of Classrooms by Size** **Three-Year Data Comparison**

Subject	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	57	2	11	41	19	12	52	2	
Mathematics	57	2	11	41	19	12	52	2	
Science	57	2	11	41	19	12	52	2	
History/social science	57	2	11	41	19	12	52	2	

### Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



### California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	ACCESS Juvenile Hall			Orange CDE			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	8%	11%	8%	25%	30%	30%	60%	59%	60%

### California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	30%
All students at the school	8%
Male	8%
Female	10%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	9%
Native Hawaiian or Pacific Islander	❖
White	14%
Two or more races	❖
Socioeconomically disadvantaged	7%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

### Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	ACCESS Juvenile Hall			Orange CDE			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	12%	9%	13%	27%	30%	32%	54%	56%	55%
Mathematics	13%	9%	11%	28%	30%	36%	49%	50%	50%
History/social science	9%	6%	6%	19%	21%	17%	48%	49%	49%

❖ 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.

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, 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.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

Schools are ranked in 10 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.

To learn more about API, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap) for the API information guide and [www.cde.ca.gov/ta/ac/ar/aprfaq.asp](http://www.cde.ca.gov/ta/ac/ar/aprfaq.asp) for information on the changes to API.

## API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 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				2013 Growth API and Three-Year Data Comparison		
Group	2013 Growth API			ACCESS Juvenile Hall – Actual API Change		
	ACCESS Juvenile Hall	Orange CDE	California	10-11	11-12	12-13
All students	671	666	790	64	10	17
Black or African-American	❖	652	707	■	■	■
American Indian or Alaska Native	❖	498	742	■	■	■
Asian	❖	855	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	664	570	743	■	-11	42
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	❖	755	852	■	■	■
Two or more races	❖	778	845	■	■	■
Socioeconomically disadvantaged	643	548	742	■	■	16
English learners	668	558	717	■	■	■
Students with disabilities	409	454	616	■	■	■

❖ 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.

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2013-14 School Year	
	ACCESS Juvenile Hall	Orange CDE	
<b>Met overall AYP</b>	**	**	
<b>Met participation rate</b>			
English language arts	**	**	
Mathematics	**	**	
<b>Met percent proficient</b>			
English language arts	**	**	
Mathematics	**	**	
<b>Met graduation rate</b>	**	**	

## Federal Intervention Program

Schools and districts 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) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2014-15 School Year	
	ACCESS Juvenile Hall	Orange CDE	
<b>Program Improvement status</b>	In PI	In PI	
<b>First year of Program Improvement</b>	2010-2011	2005-2006	
<b>Year in Program Improvement*</b>	Year 3	Year 3	
<b>Number of schools identified for Program Improvement</b>		1	
<b>Percent of schools identified for Program Improvement</b>		50.00%	

\*\* For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

❖ 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.

## California Physical Fitness Test

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

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

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

## Percentage of Students Meeting Fitness Standards

2013-14 School Year	
<b>Grade 5</b>	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖
<b>Grade 7</b>	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖
<b>Grade 9</b>	
Four of six standards	28.20%
Five of six standards	25.60%
Six of six standards	15.40%

### California High School Exit Exam Grade 10 Results

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

	Three-Year Data Comparison					
	English Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
<b>ACCESS Juvenile Hall</b>	13%	12%	16%	14%	14%	16%
<b>Orange CDE</b>	24%	27%	24%	19%	23%	27%
<b>California</b>	56%	57%	56%	58%	60%	62%

### 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 grade 10 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 mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient.

### CAHSEE Grade 10 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. For detailed information regarding the CAHSEE results, visit [www.cahsee.cde.ca.gov](http://www.cahsee.cde.ca.gov).

Students Achieving at Each Performance Level	2013-14 School Year					
	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All students in the district</b>	76%	13%	12%	73%	21%	6%
<b>All students at the school</b>	84%	10%	6%	84%	14%	2%
<b>Male</b>	85%	11%	4%	84%	15%	1%
<b>Female</b>	80%	5%	15%	83%	13%	4%
<b>Black or African-American</b>	❖	❖	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	89%	8%	3%	91%	8%	1%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖	❖
<b>White</b>	63%	25%	13%	50%	44%	6%
<b>Two or more races</b>	❖	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	84%	10%	6%	84%	14%	2%
<b>English learners</b>	95%	3%	2%	92%	8%	0%
<b>Students with disabilities</b>	91%	4%	4%	83%	17%	0%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖	❖

❖ 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 <http://admission.universityofcalifornia.edu>.

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

## Course Enrollment for UC and CSU Admission

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

UC/CSU Admission		2012-13 and 2013-14 School Years
		ACCESS Juvenile Hall
Percentage of students enrolled in courses required for UC or CSU admission in 2013-14		0.00%
Percentage of graduates who completed all courses required for UC or CSU admission in 2012-13		0.00%

## 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 Juvenile Hall 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		2013-14 Participation
		ACCESS Juvenile Hall
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%

## School 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.*



## Advanced Placement Courses

No information is available regarding Advanced Placement (AP) courses offered by subject at ACCESS Juvenile Hall.

## 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 Juvenile Hall			
	11-12	12-13	13-14
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Orange CDE			
	11-12	12-13	13-14
Suspension rates	0.1%	0.2%	1.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

## School Vision Statement

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

### Completion of High School Graduation Requirements

This table displays school, district and California data for the percentage of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, 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, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	ACCESS Juvenile Hall	Orange CDE	California
All students	20%	45%	84.56%
Black or African-American	8%	31%	75.90%
American Indian or Alaska Native	❖	18%	77.82%
Asian	14%	50%	92.94%
Filipino	100%	30%	92.20%
Hispanic or Latino	23%	43%	80.83%
Native Hawaiian or Pacific Islander	33%	62%	84.06%
White	11%	52%	90.15%
Two or more races	42%	61%	89.03%
Socioeconomically disadvantaged	40%	58%	82.58%
English learners	19%	35%	53.68%
Students with disabilities	17%	40%	60.31%

### Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. See [www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf](http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf) for more information.

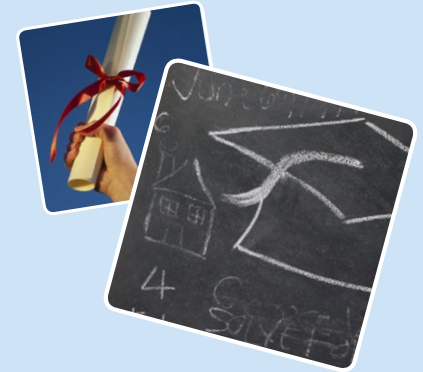
Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	10-11	11-12	12-13	10-11	11-12	12-13
ACCESS Juvenile Hall	❖	❖	❖	❖	❖	❖
Orange CDE	85.60%	85.85%	87.54%	9.50%	8.90%	7.30%
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%

❖ 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.

❖ County Offices of Education (COEs) receive the county-wide rate.

### Types of Services Funded

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



### 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 and social development.

Three staff development days were held during the school year to provide opportunities for teacher collaboration and professional growth. Topics included: use of new social science materials, teaching strategies addressing the needs of English learners, 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. The staff development focus for 2013-14 was instructional strategies for English learners and Common Core State Standards in English language arts and math practices.

#### Professional Development Days

2012-13	3 days
2013-14	3 days
2014-15	3 days



## 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 and 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 damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

## School Facility Good Repair Status

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

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Poor	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			08/28/2014
Date of the most recent completion of the inspection form			09/11/2014

## 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		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Replacement of carpet in classroom 1 and day area. Scheduled to be completed early spring 2015.	
Electrical	Replacement of three ballasts. Replaced September through November 2014.	

## School Facilities

Alternative Education/ACCESS school sites are mostly located on leased properties throughout Orange County. The ACCESS program is mostly responsible for the general and routine maintenance of these facilities. The school sites are well maintained by coordinating the ACCESS facilities maintenance procedures and a work-order system in conjunction with contracted services to ensure facilities are in good condition.

Annual Facility Inspection Tool (FIT) reports and facility visits are also part of the maintenance procedures that help to manage and retain the aesthetics and appearance of facilities. The cleanliness of the sites remains a central concern of good condition by having carpets cleaned biannually, window cleaning quarterly, and deep cleaning done annually.

The State School Deferred Maintenance Program allocations are another source to ensure school site improvements and renovations (i.e., new painting, flooring, electrical, roof replacement or repair) are done on a consistent and continuous basis.

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## School Facilities

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In summary, these procedures have been standardized and have resulted in our facilities being in good standing.

Juvenile hall education facilities consist of a library, athletic fields, basketball courts, handball courts, 19 classrooms, and six classrooms inside the juvenile hall residential units. There are no portables. The facilities are more than sufficient to meet the needs of the educational program. All of these facilities and areas are maintained by the probation department. Administrators for the school complete work orders for any school repairs and submit to the probation department staff on-site.

The following maintenance procedures are taken to ensure that our facilities are in good and safe condition: routine maintenance, repairs, and safety issues are reported through the ACCESS work-order system managed by the ACCESS facilities and operations office.

Work orders are prioritized daily by emergency status, health, and safety issues. They are assigned daily to the maintenance crew by the lead facilities maintenance technician (FMT).

In addition, the ACCESS facilities and operation manager meets daily with lead FMT to review work orders for determining, identifying, or planning any issues requiring specialized maintenance or repair.

Any maintenance or repair services that are outside of the general maintenance procedures are contracted to the specific field of the repair or maintenance.

Monthly facilities inspections are performed by on-site staff to make sure that no unsafe condition which may cause an accident or bodily harm to anyone at the school site or grounds exist. These inspections and findings are reported on the monthly Safety Report and are turned in to the ACCESS facilities and operations office for review. Any unsafe conditions reported are followed-up with the manager and maintenance staff. They are then sent on to risk management to document the findings.

Custodial services are provided nightly during the week to maintain the cleanliness of the classrooms and staff areas.

The maintenance crew also reports any discrepancies with custodial services, unreported facilities repairs, and maintenance issues that have been observed while working out in the field. This process helps to maintain the facilities in good repair.

Alternative Education/ACCESS program contracts year-round for routine custodial services.

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

The Orange County Department of Education has affirmed that each pupil, including English learners, has their own textbook to use in class and to take home. This public hearing occurred in August 2014.

Textbooks and Instructional Materials List		2014-15 School Year
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.

Percentage of Students Lacking Materials by Subject		2014-15 School Year
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		2014-15 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

✕ Not applicable.

## School Facilities

*Continued from page 9*

These services are performed nightly after 5 p.m., Monday through Friday, at our school sites and administrative offices throughout Orange County.

Each school site is cleaned by a crew of two or three, depending on the square footage of the site. Custodians furnish all labor, material, equipment, and other services required to provide adequate and satisfactory custodial services.

The supervisor of the custodial company is required to inspect the work at each site once a month and report back to the ACCESS facilities and operations manager. Other contracted services such as carpet cleaning are done biannually, window cleaning quarterly, and an annual deep cleaning is done to maintain the cleanliness of the sites.

Any exterior maintenance and repairs such as plumbing or electrical, roof replacement, driveway, parking lots, sidewalks, mechanical, major utility systems, and HVAC systems are the responsibility of the landlord, ownership, or property management of the lease properties.

The ACCESS facilities and operations manager works with landlords, owners, and property management to ensure properties are kept up to the term of the lease properties.

The ACCESS facilities and operations office manages these services to ensure a safe and healthy environment for all students, staff, and visitors.

The probation staff provides supervision during school movement. Probation and school staff provide supervision during the times students are using the athletic fields and areas. All students are supervised by probation staff before and after school. Safety and security of all students and staff are the highest priority at Juvenile Hall.

## Currency of Textbook Data

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

Currency of Textbooks	
2014-15 School Year	
Data collection date	08/2014

## Teacher Qualifications

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

Teacher Credential Information	Three-Year Data Comparison			
	Orange CDE	ACCESS Juvenile Hall		
Teachers	14-15	12-13	13-14	14-15
With full credential	305	74	63	65
Without full credential	3	0	0	0
Teaching outside subject area of competence	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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	ACCESS Juvenile Hall		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

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

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
ACCESS Juvenile Hall	98.25%	1.75%
All schools in district	99.43%	0.57%
High-poverty schools in district	99.60%	0.40%
Low-poverty schools in district	99.02%	0.98%

◇ Not applicable.

## 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



## Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2013-14 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	0.00
Ratio of students per academic counselor	◇
<b>Support Staff</b>	
	<b>FTE</b>
Social/behavioral or career development counselors	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	2.0
Psychologist	4.5
Social worker	7.0
Nurse	1.0
Speech/language/hearing specialist	2.0
Resource specialist (non-teaching)	8.0
<b>Other</b>	
	<b>FTE</b>
Program support assistant, family community liaison	1.0
Transition specialist	4.0

## Financial Data

The financial data displayed in this SARC is from the 2012-13 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 CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

District Salary Data	2012-13 Fiscal Year	
	Orange CDE	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 — percent of budget	×	×
Administrative salaries — percent 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	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
ACCESS Juvenile Hall	\$9,956	\$100,560
Orange CDE	\$8,466	\$103,815
California	\$4,690	◇
School and district — percent difference	+17.6%	-3.1%
School and California — percent difference	+112.3%	◆

- × County offices of education that operate schools are not required to report this data.
- ◇ Data not available.
- ◆ The percent 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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$9,956
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$9,956
Annual average teacher salary	\$100,560

## 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.



## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcffaqa.asp>.

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.