



ACCESS Juvenile Hall

2014-15
School Accountability Report Card
Published in 2015-16

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

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Para español, visita:
www.ocde.us

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

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.

School Vision Statement

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

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 High 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 March 2016. 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 the 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.



Orange County Board of Education

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Mission Statement

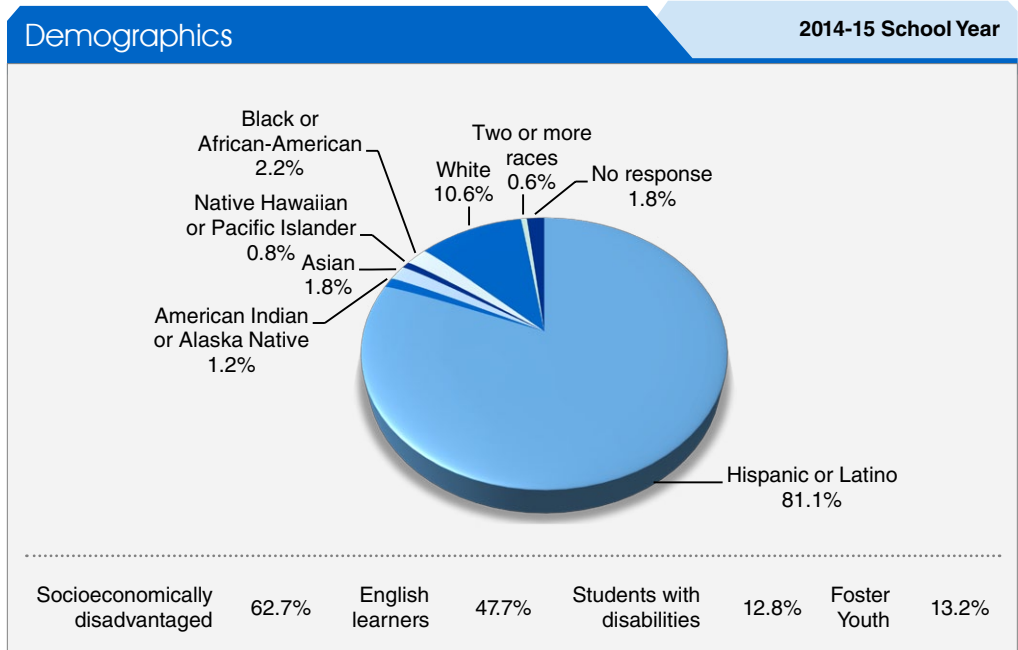
The mission of the Orange County Department of Education is to ensure that all students are equipped with the competencies they need to thrive in the 21st century.

Vision Statement

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

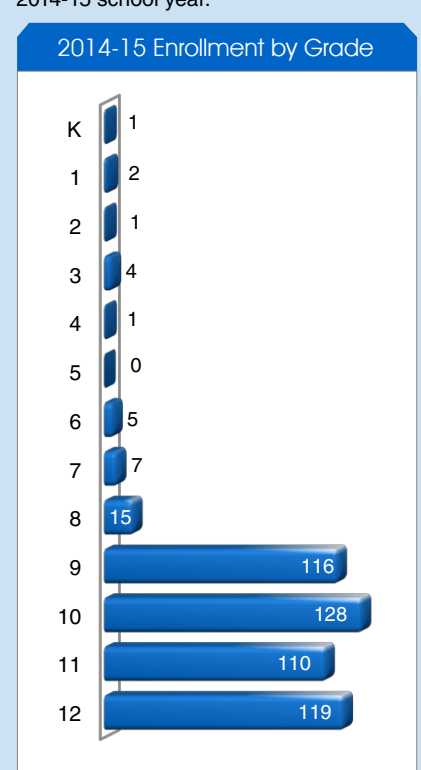
Enrollment by Student Group

The total enrollment at the school was 509 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



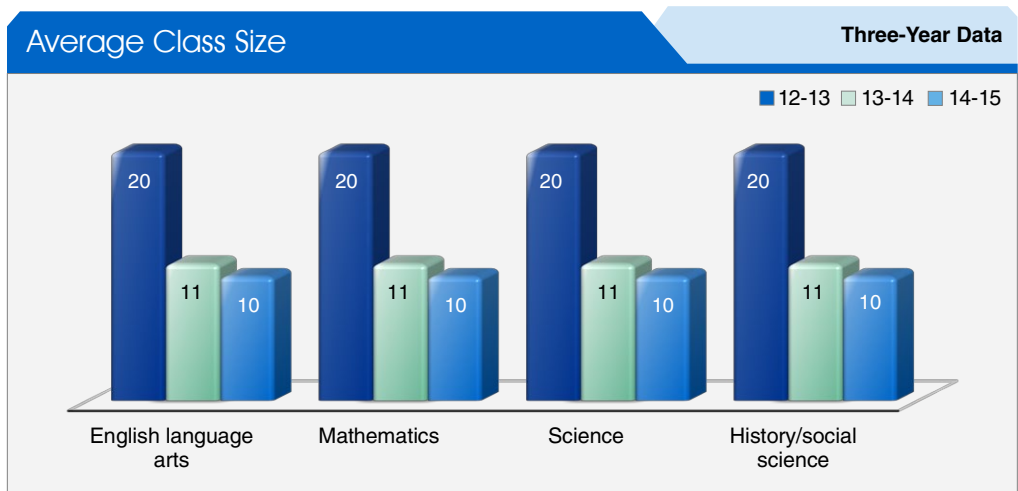
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



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.



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			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.6%
Expulsion rates	0.0%	0.0%	0.0%
OCDE			
	12-13	13-14	14-15
Suspension rates	0.2%	1.0%	0.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Subject	Three-Year Data								
	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	41	19	12	52	2		54		
Mathematics	41	19	12	52	2		54		
Science	41	19	12	52	2		54		
History/social science	41	19	12	52	2		54		

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year	
	Access Juvenile Hall	OCDE	California
Met overall AYP	No	No	Yes
Met participation rate:			
English language arts	No	No	Yes
Mathematics	No	No	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	Yes	Yes	Yes

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 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 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 2015-16 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		2015-16 School Year	
	Access Juvenile Hall	OCDE	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2010-2011	2005-2006	
Year in Program Improvement	Year 4	Year 3	
Number of Title I schools currently in Program Improvement	2		
Percentage of Title I schools currently in Program Improvement	100.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

❖ 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.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖
Grade 7	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖
Grade 9	
Four of six standards	37.5%
Five of six standards	2.5%
Six of six standards	0.0%

California Standards Tests for All Students: 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.

Subject	Students Scoring at Proficient or Advanced Levels								
	Access Juvenile Hall			OCDE			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	9%	8%	5%	28%	29%	25%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	Students Scoring at Proficient or Advanced Levels	
	2014-15 School Year	
	Science	
All students in the district	25%	
All students at the school	5%	
Male	5%	
Female	7%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	4%	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	8%	
English learners	0%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

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

Subject	Percentage of Students Meeting or Exceeding State Standards		
	2014-15 School Year		
	Access Juvenile Hall	OCDE	California
English language arts/literacy	11%	25%	44%
Mathematics	1%	17%	33%

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

◇ Information is not available at this time.

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).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

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.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 7-8 and 11. Due to low enrollment scores are not shown for grades 3-6.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

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

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	17	11	64.7%	64%	27%	9%	0%
Male		9	52.9%	❖	❖	❖	❖
Female		2	11.8%	❖	❖	❖	❖
Black or African-American		1	5.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	35.3%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		4	23.5%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	58.8%	❖	❖	❖	❖
English learners		4	23.5%	❖	❖	❖	❖
Students with disabilities		2	11.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	17	12	70.6%	83%	17%	0%	0%
Male		10	58.8%	❖	❖	❖	❖
Female		2	11.8%	❖	❖	❖	❖
Black or African-American		1	5.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		8	47.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	17.6%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	58.8%	❖	❖	❖	❖
English learners		5	29.4%	❖	❖	❖	❖
Students with disabilities		1	5.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

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

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	39	16	41.0%	75%	13%	6%	0%
Male		14	35.9%	71%	14%	7%	0%
Female		2	5.1%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	2.6%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		14	35.9%	71%	14%	7%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.6%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		9	23.1%	❖	❖	❖	❖
English learners		7	17.9%	❖	❖	❖	❖
Students with disabilities		1	2.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	39	13	33.3%	100%	0%	0%	0%
Male		11	28.2%	100%	0%	0%	0%
Female		2	5.1%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	2.6%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		11	28.2%	100%	0%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.6%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		6	15.4%	❖	❖	❖	❖
English learners		7	17.9%	❖	❖	❖	❖
Students with disabilities		1	2.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

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

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	175	76	43.4%	63%	21%	11%	3%
Male		63	36.0%	70%	19%	5%	3%
Female		13	7.4%	31%	31%	38%	0%
Black or African-American		3	1.7%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		58	33.1%	64%	21%	10%	2%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	6.3%	73%	18%	0%	9%
Two or more races		1	0.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		37	21.1%	57%	24%	14%	3%
English learners		36	20.6%	72%	19%	3%	0%
Students with disabilities		5	2.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	175	76	43.4%	93%	3%	0%	1%
Male		62	35.4%	94%	3%	0%	2%
Female		14	8.0%	93%	0%	0%	0%
Black or African-American		3	1.7%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		58	33.1%	93%	3%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	6.3%	91%	0%	0%	9%
Two or more races		1	0.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		37	21.1%	92%	5%	0%	0%
English learners		35	20.0%	97%	0%	0%	0%
Students with disabilities		5	2.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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❖ Information is not available at this time.

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.

Students Scoring at Proficient or Advanced Levels

Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Access Juvenile Hall	12%	16%	8%	14%	16%	7%
OCDE	27%	24%	33%	23%	27%	34%
California	57%	56%	58%	60%	62%	59%

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 No Child Left Behind (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.

Students Achieving at Each Performance Level

2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	67%	16%	18%	66%	23%	11%
All students at the school	92%	7%	1%	93%	7%	0%
Male	92%	7%	1%	93%	7%	0%
Female	❖	❖	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	91%	8%	1%	94%	6%	0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	100%	0%	0%	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	92%	7%	1%	93%	7%	0%
English learners	96%	4%	0%	93%	7%	0%
Students with disabilities	95%	5%	0%	90%	10%	0%
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖	❖	❖

* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

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

❖ Information is not available at this time.

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	2013-14 and 2014-15 School Years
	Access Juvenile Hall
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	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	2014-15 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	0.0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	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 Language!, Accelerated Reader 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

2013-14	3 days
2014-15	3 days
2015-16	3 days

"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."



"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."



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, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.



Completion of High School Graduation Requirements

Graduating Class of 2014

Group	Access Juvenile Hall	OCDE	California
All students	40.89%	74.57%	84.60%
Black or African-American	16.67%	53.85%	76.00%
American Indian or Alaska Native	❖	30.00%	78.07%
Asian	37.50%	102.17%	92.62%
Filipino	100.00%	62.50%	96.49%
Hispanic or Latino	41.77%	67.90%	81.28%
Native Hawaiian or Pacific Islander	❖	66.67%	83.58%
White	47.83%	97.75%	89.93%
Two or more races	❖	117.39%	82.80%
Socioeconomically disadvantaged	36.02%	68.65%	81.36%
English learners	36.79%	53.98%	50.76%
Students with disabilities	43.75%	69.06%	61.28%
Foster youth	❖	❖	❖

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.

Advanced Placement Courses

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

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Access Juvenile Hall	**	**	**	**	**	**
OCDE	85.85%	87.54%	88.62%	8.90%	7.30%	6.70%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

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

❖ Information is not available at this time.

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

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 Facility Items Inspected

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

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

School Facility Good Repair Status

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

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	★	Restrooms/fountains	★
Interior	★	Safety	★
Cleanliness	★	Structural	★
Electrical	★	External	★
Overall summary of facility conditions			★
Date of the most recent school site inspection			★
Date of the most recent completion of the inspection form			★
★ The school does not conduct the inspection. ACCESS Juvenile Hall is inspected and maintained by the Probation Department.			

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.

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.

Continued on page 14

School Facilities

Continued from left

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.

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 provides 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.



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 2016.

Textbooks and Instructional Materials List

2015-16 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 may be found at the Orange County Department of Education.

Currency of Textbook Data

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

Currency of Textbooks

2015-16 School Year

Data collection date	8/2015
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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

2015-16 School Year

Access Juvenile Hall	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%

« *Support services are provided to enable students to learn appropriate behavior and pro-social skills.* »

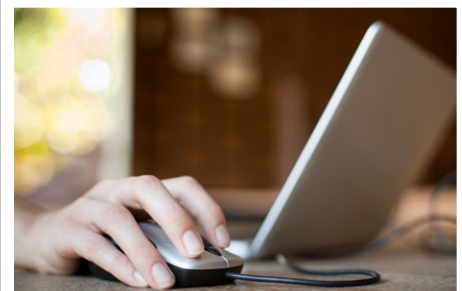
Quality of Textbooks

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

Quality of Textbooks

2015-16 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



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 Juvenile Hall		
Teachers	15-16	13-14	14-15	15-16
With full credential	293	63	65	56
Without 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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Access Juvenile Hall		
Teachers	13-14	14-15	15-16
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 the Elementary and Secondary Education Act (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 2014-15 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.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Access Juvenile Hall	76.92%	23.08%
All schools in district	92.04%	7.96%
High-poverty schools in district	89.52%	10.48%
Low-poverty schools in district	98.90%	1.10%

◇ Not applicable.



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	2.6
Social worker	9.0
Nurse	1.0
Speech/language/hearing specialist	0.9
Resource specialist (nonteaching)	6.9
Other	
FTE	
Program Support Assistant – Family Liaison	1.0
Transition Specialists	4.0

Financial Data

The financial data displayed in this SARC is from the 2013-14 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		2013-14 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		2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Access Juvenile Hall	\$12,699	\$97,079	
OCDE	\$8,834	\$104,214	
California	\$5,348	◇	
School and district: percentage difference	+43.7%	-6.8%	
School and California: percentage difference	+137.4%	◆	

⊕ County Office of Education that operate schools are not required to report this data.

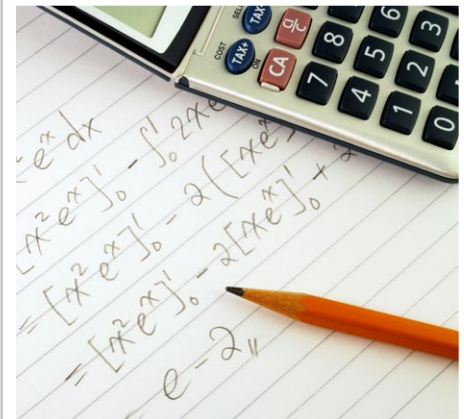
◇ Data is not available.

◆ 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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$12,699
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$12,699
Annual average teacher salary	\$97,079



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

All data accurate as of December 2015.

School Accountability Report Card

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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
Conditions of Learning	
State Priority: Basic	
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
Pupil Outcomes	
State Priority: Pupil Achievements	
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 California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
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. ¹ 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
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
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. ² 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 www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

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

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.