Access
Juvenile Hall

GRADES K-12
200 Kalmus Drive   Costa Mesa, CA 92628
Phone: (714) 966-4485   **Fax:** (714) 979-8510
Website: www.access.k12.ca.us

William M. Habermehl
Superintendent

Kirk Anderson
Program Administrator

Program Administrator's Message

The ACCESS (Alternative, Community, and Correctional Education Schools and Services) programs provide year-round educational options. Curriculum offerings are aligned with local districts and with the California State Frameworks and Standards. Through a variety of powerful learning strategies (e.g., directed study, differentiated instruction, and mastery learning), students achieve proficiency level literacy. Teachers are encouraged to bring critical-thinking, problem-solving, and decision-making skills into the classroom, working with students individually or through group participation.

The key to success is the personalized learning plan and student interaction with staff members who focus on each individual with care, concern, and guidance. This relationship provides the student with positive school experiences. Students are encouraged to demonstrate respect for self and others, good work habits, and a sense of personal and community responsibility in a positive learning environment.

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

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

Mission Statement:

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

Vision Statement:

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

"Dedicated to World Class Education...
Where Every Student Succeeds."

Orange County Department of Education

200 Kalmus Drive
Costa Mesa, CA 92628
Phone: (714) 966-4000
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Orange County Department of Education

William M. Habermehl
County Superintendent of Schools

Lynn April Hartline
Deputy Superintendent

John L. Nelson, Ed.D.
Associate Superintendent

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Orange County Board of Education

Long Pham, Ph.D.
1st District

David L. Boyd
2nd District

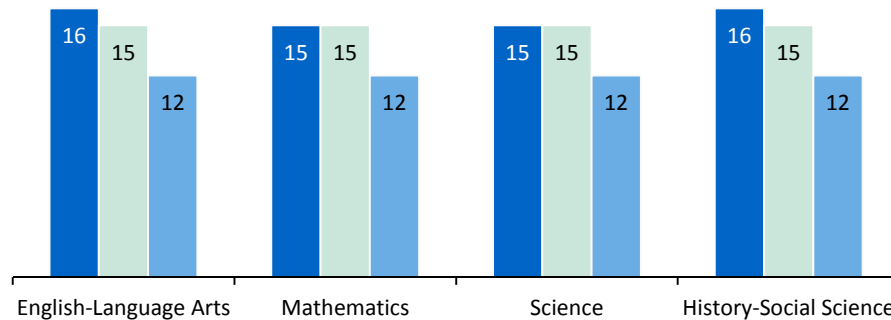Dr. Ken L. Williams
3rd District

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

Elizabeth Parker
5th District

Class Size

07-08   08-09   09-10

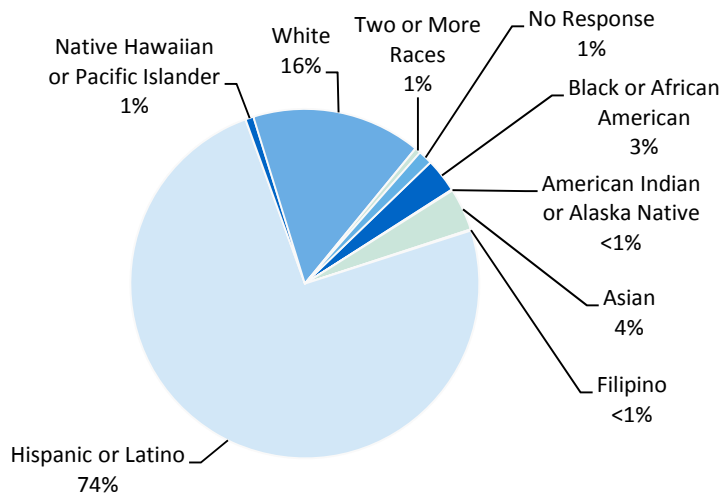The bar graph displays the three-year data for average class size.

Subject	07-08	08-09	09-10
English-Language Arts	16	15	12
Mathematics	15	15	12
Science	15	15	12
History-Social Science	16	15	12

Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	38	7	1	46	5	1	43	2	
Mathematics	32	5	1	39	7		35	2	
Science	30	5	1	37	6		36	2	
History-Social Science	37	7	1	46	5	1	45	2	

Enrollment and Demographics

The total enrollment at the school was 918 students for the 2009-10 school year.

Native Hawaiian or Pacific Islander 1%

White 16%

Two or More Races 1%

No Response 1%

Black or African American 3%

American Indian or Alaska Native <1%

Asian 4%

Filipino <1%

Hispanic or Latino 74%

Professional Development

The schools operated in ACCESS offer a variety of instructional strategies and programs to meet student needs. Those students struggling with basic skills are given direct support through such specialized programs as Accelerated Reader, Language!, and New Century Integrated Learning System. High-quality professional development activities designed by school personnel support instructional practices leading to improved student achievement. Teachers and administrators participated in a variety of visitations, conferences, workshops, and in-services on topics such as: writing strategies, literacy, and personal/social development.

Three staff development days were held during the school year to provide opportunities for teacher collaboration and professional growth. Topics included: Mathematics, Alternative Teaching Strategies, and Reaching Students of Poverty. New teachers were supported by instructional coaches and administrative staff in the areas of classroom management, individualized instruction, alternative teaching strategies, and teaching resources for the at-risk student. New teachers were also supported by the Beginning Teacher Support and Assessment Program (BTSA)/Induction. Teachers also participated in the modules for School Leadership-Developing Professional Learning Communities. The staff development focus for 2009-10 was instructional strategies for English learners and math content standards.

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

School Facility Items Inspected

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

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer

- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)

- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)

- **Electrical:** Electrical Systems (interior and exterior)

- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)

- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)

- **Structural:** Structural Condition, Roofs

- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

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

School Facility Good Repair Status			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/22/2010
Date of the Most Recent Completion of the Inspection Form			10/22/2010

Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Electrical	Repaired electrical, November 2009.

School Facilities

Alternative Education/ACCESS school sites are mostly located in 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/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 bi-annually; window cleaning quarterly; and deep cleaning is done annually.

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

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

School Facilities

Continued from left

Juvenile Hall education facilities are comprised of a library, athletic fields, basketball courts, handball courts, 19 classrooms, as well as 6 classrooms inside the juvenile hall residential units. There are not 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.

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-school site staff of the physical properties to make sure that no unsafe condition exists which may cause an accident or bodily harm to anyone at the school site or grounds. These inspections and findings are reported on the monthly Safety Report and are turned-in to the ACCESS Facilities and Operations office for their review. Any unsafe condition(s) 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.
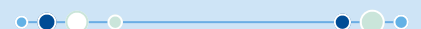
Textbooks and Instructional Materials

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

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

The Orange County Department of Education has affirmed that each pupil, including English Learners, has their own textbook to use in class and to take home.

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	⌗	⌗
Mathematics	⌗	⌗
Science	⌗	⌗
History-Social Science	⌗	⌗

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

Availability of Textbooks and Instructional Materials

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

Access Juvenile Hall	
Subject	**Percentage Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	✧

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

✧   Not applicable.

Suspensions and Expulsions

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

Suspension and Expulsion Rates					
Access Juvenile Hall			**Orange CDE**		
07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
Suspension Rate 1.4%	0.0%	3%	2.6%	2.7%	13.0%
Expulsion Rate 0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Facilities

Continued from page 3

These services are performed nightly after 5:00 PM, Monday through Friday at our school sites and administrative offices throughout Orange County.

Each school site is cleaned by a crew of 2 or 3 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 bi-annually; 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/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 before and after school. Safety and security of all students and staff are the highest priority at Juvenile Hall.

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

STAR Results for All Students: Three-Year Comparison

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

Percentage of Students Scoring At Proficient or Advanced Levels									
	Access Juvenile Hall			Orange CDE			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	10%	10%	13%	23%	25%	26%	46%	50%	52%
Mathematics	10%	9%	9%	20%	21%	24%	43%	46%	48%
Science	5%	5%	8%	19%	21%	23%	46%	50%	54%
History-Social Science	4%	5%	8%	11%	13%	17%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2010 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	26%	24%	23%	17%
All Students at the School	13%	9%	8%	8%
Male	12%	10%	8%	8%
Female	18%	6%	8%	4%
Black or African American	15%	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	33%	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	10%	6%	4%	5%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	21%	14%	21%	6%
Two or More Races	30%	13%	8%	❖
Socioeconomically Disadvantaged	13%	10%	9%	7%
English Learners	5%	4%	3%	2%
Students with Disabilities	8%	5%	7%	3%
Students Receiving Migrant Education Services	❖	❖	❖	❖

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

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	**2008**	**2009**
Statewide API Rank	✱	✱	✱
Similar Schools API Rank	✱	✱	✱

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

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		
	07-08	**08-09**	**09-10**
All Students at the School	41	32	48
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Ranks

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

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	**2010 Growth API**		
	Access Juvenile Hall	**Orange CDE**	**California**
All Students	682	632	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	779	890
Filipino	■	■	851
Hispanic or Latino	680	540	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	736	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	681	532	712
English Learners	■	519	692
Students with Disabilities	■	■	580

■   Data are reported only for numerically significant groups.

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

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 career technical education program or classes.

Career Technical Education Participation

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

Career Technical Education Data	
	2009-10 Participation
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	0%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

API Growth by Student Group: 2010 Growth API Comparison

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

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 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 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 Advisory Committee

- Parents may also participate in the Parent-Teacher-Student Association (PTSA) unit located at Rio Contiguo School

Parental involvement opportunities are coordinated by the Family Involvement Program Manager, Wendy Rogan. Please contact her at (714) 836-6420 if you would like additional information.

Federal Intervention Program

Federal Intervention Program		
	Access Juvenile Hall	**Orange CDE**
Program Improvement Status	In PI ⋆	In PI
First Year of Program Improvement	2010-2011	2005-2006
Year in Program Improvement	Year 1	Year 3
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		25.0%

⋆   Program Improvement status appealed to CDE. Approved and waiting for data to be released to Dataquest.

Graduates and Dropouts

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

Graduate and Dropout Rates									
	Access Juvenile Hall			**Orange CDE**			**California**		
	06-07	**07-08**	**08-09**	**06-07**	**07-08**	**08-09**	**06-07**	**07-08**	**08-09**
Graduation Rate	19.93%	20.04%	5.68%	49.98%	47.47%	40.88%	80.61%	80.21%	78.59%
1-year Dropout Rate	74.51%	75.8%	93.11%	29.1%	32.07%	34.74%	5.46%	4.88%	5.69%

Completion of High School Graduation Requirements

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2010**		
	Access Juvenile Hall	**Orange CDE**	**California**
All Students	18.0%	52.0%	94.5%
Socioeconomically Disadvantaged	18.0%	26.0%	91.3%
English Learners	100.0%	49.0%	98.5%
Students with Disabilities	54.0%	60.0%	53.4%
Black or African American	25.0%	52.0%	89.7%
American Indian or Alaska Native	0.0%	43.0%	95.3%
Asian	33.0%	53.0%	97.4%
Filipino	0.0%	47.0%	98.2%
Hispanic or Latino	16.0%	45.0%	91.6%
Native Hawaiian or Pacific Islander	0.0%	74.0%	95.2%
White	37.0%	57.0%	98.1%
Two or More Races	0.0%	⭘	◈

⭘   Data not available from the district at this time.

◈   Data not available from the state at this time.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

School Safety

The ACCESS Safe School Plan is updated biannually; the last review date was February 2010. The ACCESS Safe School Advisory Committee is responsible for approving the ACCESS Safe School Plan and making future recommendations. Members include: teachers, administrators, safe school coordinators, students, parents, and law enforcement representatives. Contents of the Safe School Plan include, but are not limited to, the following: board policies, safe school strategies and programs, crisis response procedures, and threat assessment protocol. In addition, individual school sites develop safe school plans customized to address their specific needs. Site-specific safe school plans are kept at the sites and their PAR (regional) administrative offices.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit www.cde.ca.gov/ta/tg/hs.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Access Juvenile Hall		**Orange CDE**	
Met Overall AYP	No		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	No	No	No	No
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	Yes		No	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

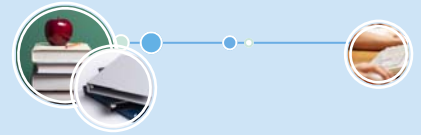## Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	1.0
Ratio of Students Per Academic Counselor	918:1
Support Staff	**FTE**
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	4.0
Social Worker	2.0
Nurse	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	6.0
Transition Specialists	5.0

Adequate Yearly Progress

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

1. Participation rate on statewide assessments in English-language arts and mathematics

2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics

3. API scores

4. Graduation rate for high schools

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

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).
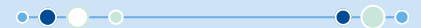
California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			**Mathematics**		
	07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
Access Juvenile Hall	23.7%	16.4%	25.6%	16.7%	7.0%	21.4%
Orange CDE	26.8%	30.9%	32%	22.7%	25.1%	23.8%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

CAHSEE Results by Student Group: English-Language Arts

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

Percentage of Students Achieving at Each Performance Level			
	English-Language Arts		
Group	**Not Proficient**	**Proficient**	**Advanced**
All Students in the District	◈	◈	◈
All Students at the School	65.1%	27.9%	70.2%
Male	67.5%	25.0%	7.5%
Female	❖	❖	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	69.4%	22.2%	8.3%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	65.1%	27.9%	7.0%
English Learners	82.1%	17.9%	0.0%
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

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

◈   Data not available from the state at this time.

California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	❖
Five of Six Standards	❖
Six of Six Standards	❖
Grade 7	
Four of Six Standards	❖
Five of Six Standards	❖
Six of Six Standards	❖
Grade 9	
Four of Six Standards	25.8%
Five of Six Standards	31.8%
Six of Six Standards	16.7%

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

CAHSEE Results by Student Group: Mathematics

Percentage of Students Achieving at Each Performance Level			
	Mathematics		
Group	**Not Proficient**	**Proficient**	**Advanced**
All Students in the District	◈	◈	◈
All Students at the School	70.2%	27.7%	2.1%
Male	72.7%	25.0%	2.3%
Female	❖	❖	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	71.8%	25.6%	2.6%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	70.2%	27.7%	2.1%
English Learners	77.4%	19.4%	3.2%
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

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

◈ Data not available from the state at this time.

Course Enrollment for UC/CSU Admission

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

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

◈ Information not available.

"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."

CAHSEE Results by Student Group: Mathematics

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

Courses Required for UC/CSU Admission

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

Teacher Qualifications

Teacher Credential Information				
	Orange CDE	**Access Juvenile Hall**		
Teachers	**09-10**	**07-08**	**08-09**	**09-10**
With Full Credential	358	79	94	62
Without Full Credential	2	9	7	0
Teaching Outside Subject Area of Competence		7	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Access Juvenile Hall		
	08-09	**09-10**	**10-11**
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	7	0	0
Vacant Teacher Positions	14	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

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

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

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

Advanced Placement Courses

No information is available for Access Juvenile Hall regarding advanced placement (AP) courses offered.

District Financial Data

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

District Salary Data		
Category	**Orange CDE**	**Similar Sized District**
Beginning Teacher Salary	¤	¤
Mid-Range Teacher Salary	¤	¤
Highest Teacher Salary	¤	¤
Average Principal Salary (Elementary School)	¤	¤
Average Principal Salary (Middle School)	¤	¤
Average Principal Salary (High School)	¤	¤
Superintendent Salary	¤	¤
Teacher Salaries — Percent of Budget	¤	¤
Administrative Salaries — Percent of Budget	¤	¤

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

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Access Juvenile Hall
Total Expenditures Per Pupil	$19,330
Expenditures Per Pupil From Restricted Sources	$9,665
Expenditures Per Pupil From Unrestricted Sources	$9,665
Annual Average Teacher Salary	$98,821

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Access Juvenile Hall	$9,665	$98,821
Orange CDE	$8,777	$98,721
California	$5,681	$68,179
School and District — Percent Difference	+9.2%	+0.1%
School and California — Percent Difference	+41.2%	+31.0%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

Types of Services Funded

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