



# Access County Community School

2014-15  
School Accountability Report Card

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SARC



OUR  
MESSAGE



OUR  
TEACHERS

OUR  
SCHOOL

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## Program Message

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

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

Support services are provided to enable students to learn appropriate behavior and pro-social skills. The Individual Learning Plan (ILP) is a helpful tool in directing the student into self-awareness and self-management (cognitive restructuring) of his or her life.

Students are assisted in transferring newly acquired skills to situations and behaviors they encounter outside the school environment. The multicultural demographics in Orange County assist teachers and students in learning respect for the diversity of many cultures.

All ACCESS programs come under one of five categories: county community schools, juvenile court schools, the Orange County Community School (OCCS), correctional education and the Adult Correctional Education Program (ACEP). Programs are supported by student support services such as special education, safe school programs, foster youth services, and categorical support (in the form of Title I and other grant programs) to serve institutions, group homes, and community schools.

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).

ACCESS Community Schools received a six-year accreditation from the Western Association of Schools and Colleges in 2010.

The focus of the 2013-14 school year is the professional development aligned to the implementation of California state standards and instructional strategies to support English learners.

## 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 Community Schools welcome and encourage family participation in a variety of ways:

- At enrollment, parents receive the School/Family Compact, which outlines specific ways that parents can support their child's education at home, such as helping their child develop school and career goals.
- Bilingual Family Community liaisons provide information and resources to all parents and also interpret at school meetings and events.
- Teachers schedule regular conferences with parents to discuss students' academic needs and progress.
- Events such as Open House and Parent Night cover a wide range of information such as graduation requirements, state testing requirements, vocational and postsecondary opportunities, and student health and safety-related topics.
- Parents may serve on the General Parent Advisory Committee, Division English Learner Advisory Council (DELAC) and English Learner Advisory Committee (ELAC).
- Other involvement opportunities include classroom visits, college and career fairs, college tours, parenting classes, and workshops.

There is a family community liaison assigned to each administrative unit.

For more information on how to become involved, please contact Wendy Rogan at (714) 836-1563.

## School 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

Robert M. Hammond, *1st District*

David L. Boyd, *2nd District*

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

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

Linda Lindholm, *5th District*

## Mission Statement

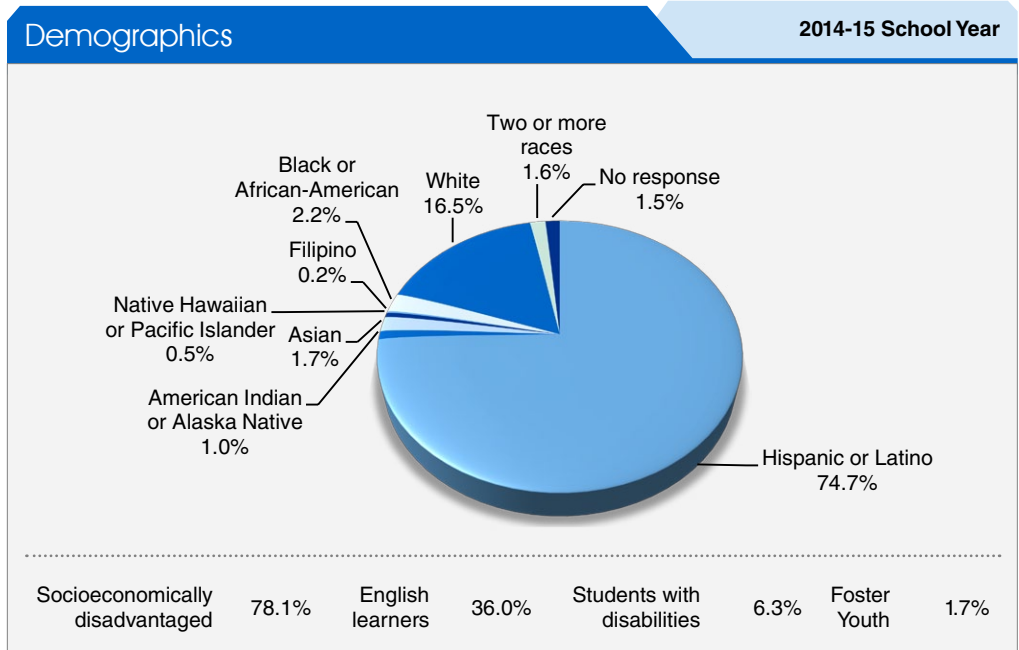
The mission of the Orange County Department of Education is to ensure that all students are equipped with the competencies they need to thrive in the 21st century.

## Vision Statement

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

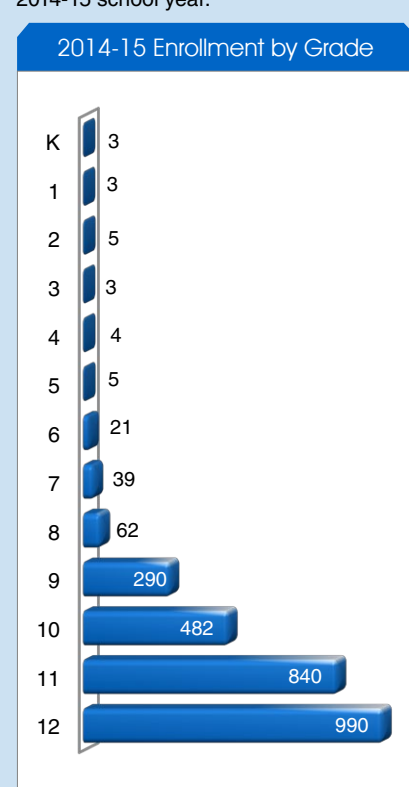
### Enrollment by Student Group

The total enrollment at the school was 2,747 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



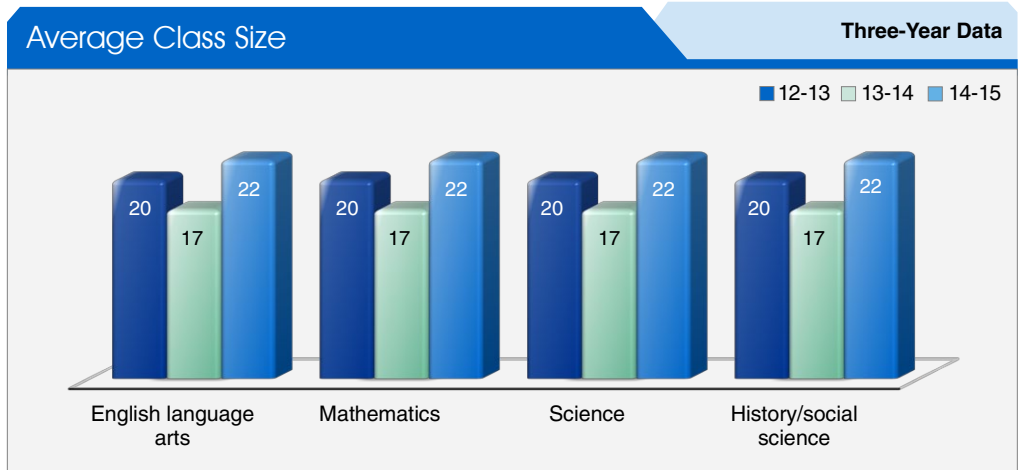
### Enrollment by Grade

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 CCS			
	12-13	13-14	14-15
Suspension rates	0.3%	1.4%	0.9%
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** Three-Year Data

Subject	2012-13			2013-14			2014-15		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	41	23	4	36	26		64	39	16
Mathematics	41	23	4	36	26		64	39	16
Science	41	23	4	36	26		64	39	16
History/social science	41	23	4	36	26		64	39	16

## 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](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria	2014-15 School Year		
	Access CCS	OCDE	California
<b>Met overall AYP</b>	No	No	Yes
<b>Met participation rate:</b>			
English language arts	No	No	Yes
Mathematics	No	No	Yes
<b>Met percent proficient:</b>			
English language arts	■	■	■
Mathematics	■	■	■
<b>Met attendance rates</b>	No	Yes	Yes
<b>Met graduation rate</b>	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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2015-16 School Year	
	Access CCS	OCDE
<b>Program Improvement status</b>	Not Title I	In PI
<b>First year of Program Improvement</b>	◇	2005-2006
<b>Year in Program Improvement</b>	◇	Year 3
<b>Number of Title I schools currently in Program Improvement</b>	2	
<b>Percentage of Title I schools currently in Program Improvement</b>	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/>.

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

❖ 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](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
<b>Grade 5</b>	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖
<b>Grade 7</b>	
Four of six standards	45.0%
Five of six standards	20.0%
Six of six standards	0.0%
<b>Grade 9</b>	
Four of six standards	32.9%
Five of six standards	5.7%
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 CCS			OCDE			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	12%	12%	13%	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	13%	
Male	14%	
Female	11%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	10%	
Native Hawaiian or Pacific Islander	❖	
White	22%	
Two or more races	18%	
Socioeconomically disadvantaged	12%	
English learners	1%	
Students with disabilities	14%	
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 CCS	OCDE	California
English language arts/literacy	7%	25%	44%
Mathematics	0%	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](http://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 6-8 and 11. Due to low enrollment scores are not shown for grades 3-5.

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 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	25	13	52.0%	69%	15%	0%	0%
Male		7	28.0%	❖	❖	❖	❖
Female		6	24.0%	❖	❖	❖	❖
Black or African-American		1	4.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	4.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		10	40.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	4.0%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	48.0%	75%	8%	0%	0%
English learners		5	20.0%	❖	❖	❖	❖
Students with disabilities		1	4.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	25	13	52.0%	85%	0%	0%	0%
Male		7	28.0%	❖	❖	❖	❖
Female		6	24.0%	❖	❖	❖	❖
Black or African-American		1	4.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	4.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		10	40.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	4.0%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	48.0%	83%	0%	0%	0%
English learners		5	20.0%	❖	❖	❖	❖
Students with disabilities		1	4.0%	❖	❖	❖	❖
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 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	64	19	29.7%	53%	21%	16%	0%
Male		12	18.8%	50%	25%	8%	0%
Female		7	10.9%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		15	23.4%	67%	13%	13%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	4.7%	❖	❖	❖	❖
Two or more races		1	1.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	23.4%	60%	27%	7%	0%
English learners		8	12.5%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	64	17	26.6%	59%	35%	0%	0%
Male		10	15.6%	❖	❖	❖	❖
Female		7	10.9%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		13	20.3%	77%	23%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	4.7%	❖	❖	❖	❖
Two or more races		1	1.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	20.3%	69%	31%	0%	0%
English learners		7	10.9%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
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	156	51	32.7%	45%	24%	6%	0%
Male		38	24.4%	55%	21%	8%	0%
Female		13	8.3%	15%	31%	0%	0%
Black or African-American		3	1.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		39	25.0%	46%	21%	3%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		9	5.8%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		36	23.1%	50%	22%	3%	0%
English learners		12	7.7%	67%	8%	0%	0%
Students with disabilities		3	1.9%	❖	❖	❖	❖
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	156	50	32.1%	64%	4%	0%	0%
Male		40	25.6%	68%	3%	0%	0%
Female		10	6.4%	❖	❖	❖	❖
Black or African-American		3	1.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		39	25.0%	62%	3%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		8	5.1%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		36	23.1%	67%	3%	0%	0%
English learners		12	7.7%	75%	0%	0%	0%
Students with disabilities		3	1.9%	❖	❖	❖	❖
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 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	1,171	474	40.5%	47%	18%	7%	1%
Male		313	26.7%	51%	18%	6%	1%
Female		161	13.7%	40%	20%	8%	1%
Black or African-American		14	1.2%	50%	29%	14%	0%
American Indian or Alaska Native		5	0.4%	❖	❖	❖	❖
Asian		6	0.5%	❖	❖	❖	❖
Filipino		2	0.2%	❖	❖	❖	❖
Hispanic or Latino		377	32.2%	51%	18%	4%	1%
Native Hawaiian or Pacific Islander		2	0.2%	❖	❖	❖	❖
White		56	4.8%	34%	14%	14%	4%
Two or more races		7	0.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		304	26.0%	49%	17%	6%	1%
English learners		154	13.2%	60%	12%	1%	0%
Students with disabilities		13	1.1%	46%	15%	8%	0%
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	1,171	446	38.1%	72%	4%	0%	0%
Male		301	25.7%	74%	4%	0%	0%
Female		145	12.4%	68%	3%	0%	0%
Black or African-American		13	1.1%	85%	8%	0%	0%
American Indian or Alaska Native		5	0.4%	❖	❖	❖	❖
Asian		6	0.5%	❖	❖	❖	❖
Filipino		2	0.2%	❖	❖	❖	❖
Hispanic or Latino		356	30.4%	73%	3%	0%	0%
Native Hawaiian or Pacific Islander		2	0.2%	❖	❖	❖	❖
White		51	4.4%	59%	8%	0%	0%
Two or more races		7	0.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		283	24.2%	72%	4%	0%	0%
English learners		144	12.3%	74%	1%	0%	0%
Students with disabilities		11	0.9%	73%	0%	0%	0%
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.

## 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
<b>Access CCS</b>	18%	15%	21%	14%	17%	14%
<b>OCDE</b>	27%	24%	33%	23%	27%	34%
<b>California</b>	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](http://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
<b>All students in the district</b>	67%	16%	18%	66%	23%	11%
<b>All students at the school</b>	79%	13%	8%	86%	13%	1%
<b>Male</b>	81%	11%	7%	84%	15%	1%
<b>Female</b>	75%	16%	9%	88%	10%	2%
<b>Black or African-American</b>	❖	❖	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	83%	10%	7%	88%	11%	1%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖	❖
<b>White</b>	71%	16%	12%	77%	22%	1%
<b>Two or more races</b>	70%	19%	11%	88%	8%	4%
<b>Socioeconomically disadvantaged</b>	85%	8%	7%	91%	8%	2%
<b>English learners</b>	99%	1%	0%	95%	5%	0%
<b>Students with disabilities</b>	96%	4%	0%	100%	0%	0%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖	❖
<b>Foster youth</b>	❖	❖	❖	❖	❖	❖

\* 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](http://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 CCS
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 County Community School 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 CCS
Number of pupils participating in CTE	40
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%



## Advanced Placement Courses

No information is available regarding Advanced Placement (AP) courses offered by subject at Access County Community School.

## 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 their regional administrative offices.





*"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."*



## 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](http://www.cde.ca.gov/ta/tg/hs).



### Completion of High School Graduation Requirements

Graduating Class of 2014

Group	Access CCS	OCDE	California
All students	79.21%	74.57%	84.60%
Black or African-American	65.52%	53.85%	76.00%
American Indian or Alaska Native	33.33%	30.00%	78.07%
Asian	112.00%	102.17%	92.62%
Filipino	66.67%	62.50%	96.49%
Hispanic or Latino	72.69%	67.90%	81.28%
Native Hawaiian or Pacific Islander	75.00%	66.67%	83.58%
White	106.11%	97.75%	89.93%
Two or more races	138.46%	117.39%	82.80%
Socioeconomically disadvantaged	75.66%	68.65%	81.36%
English learners	57.62%	53.98%	50.76%
Students with disabilities	105.41%	69.06%	61.28%
Foster youth	◇	◇	◇

## 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](http://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 CCS	**	**	**	**	**	**
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.

## 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.



## Types of Services Funded

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

## 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.

## 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 CCS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	
Science laboratory equipment	0%	

## Quality of Textbooks

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

Quality of Textbooks		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	

## 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
----------------------	--------



## 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, instructional strategies, and personal/social development.

Three full staff-development days are held during the school year, and five two-hour staff-development meetings are scheduled to provide opportunities for teacher collaboration and professional growth. Topics have included mathematics, Alternative Teaching Strategies and 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. The staff development focus for 2013-14 was on instructional strategies for English learners, math content standards and implementation of California state standards.

### Professional Development Days

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



## School Facility Items Inspected

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

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/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
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Fair	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Poor	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			9/14/2015
<b>Date of the most recent completion of the inspection form</b>			9/14/2015

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. Work orders specifically detailing deficiencies and repairs have been submitted through the program's online work-order system. Most repairs will be done by in-house facilities maintenance crews. Any repairs requiring specialized work will be planned through the month of December 2015 by licensed contractors to bring facilities to good repair.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
<b>Interior</b>	Replace stained, missing and sagging ceiling tiles; replace carpet at one school site. September-December 2015	
<b>Electrical</b>	Replace various ballasts/lights. September-December 2015	

## School Facilities

Alternative Education sites are located throughout Orange County. Each site maintains and annually reviews a comprehensive disaster plan modeled after Orange County Department of Education's Master Disaster Preparedness Plan. The plan includes contingencies for: earthquake, fire, nuclear alerts and isolated emergency incidents. Additionally, staff members at each site have been trained in basic first aid and CPR.

*Continued on sidebar*

## School Facilities

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All stakeholders see a safe school environment as a shared responsibility of students, parents, teachers, staff, law enforcement, and the community. Classroom instruction takes place throughout Orange County in a variety of facilities leased or owned by the Orange County Department of Education.

The sizes of the community school facilities and premises are determined by the standard square footage requirement for classroom instruction and teaching areas as prescribed by the program. School facilities also accommodate needs for paraeducator workstations, general workrooms, staff kitchenette or lounge areas, and conference rooms. Most community schools are located on leased properties. School sites are in buildings that have passed facility inspections for structural safety, meet building-code requirements and state educational fire codes. Site improvements are sustained through Deferred Maintenance funds and general budget allocations. Janitorial services are provided nightly during the week to maintain the cleanliness of classrooms and staff areas.

Routine maintenance, repairs and safety issues are reported through a work-order system. These work orders are prioritized, and the work is performed by school facility maintenance staff on a daily bases. Monthly routine site inspections are done as well by using the Good Repair/Safety Report for any facility condition(s) that need follow-up repair.

Quarterly prevention inspections are conducted by school facility maintenance staff and contracted services to maintain equipment and devices for the operating systems of school sites.

In addition, annual facility inspections are done to certify that buildings are in compliance with Education Code 172002(d)(2) to ensure that school facilities are in good standing.

The Orange County Department of Education ACCESS County Community School program continues its master plan by focusing on specific facilities and equipment that qualify or need repair/renovation and/or replacement by using funds provided by School Deferred Maintenance and district general budget allocations.

In 2015-16, seven community school sites were identified to qualify for school site renovations. Four have been completed, and the remaining three were scheduled to be completed by December 2015.

These funds are earmarked exclusively for HVAC equipment, electrical issues and upgrades, paint, and flooring renovations to maintain the operation of the school facilities.

## Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	OCDE	Access CCS		
Teachers	15-16	13-14	14-15	15-16
With full credential	293	149	149	134
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 CCS		
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](http://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 CCS	89.39%	10.61%
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%



## 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	
<b>Academic Counselors</b>	
FTE of academic counselors	1.0
Average number of students per academic counselor	350
<b>Support Staff</b>	
Social/behavioral or career development counselors	FTE 0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	2.0
Psychologist	5.0
Social worker	4.0
Nurse	0.8
Speech/language/hearing specialist	1.5
Resource specialist (nonteaching)	13.8
<b>Other</b>	
Program support assistant, family liaison	FTE 5.0
Transition specialist	5.0

## 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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

District Salary Data		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 CCS	\$8,650	\$102,813	
OCDE	\$8,834	\$104,214	
California	\$5,348	◇	
School and district: percentage difference	-2.1%	-1.3%	
School and California: percentage difference	+61.7%	◆	

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

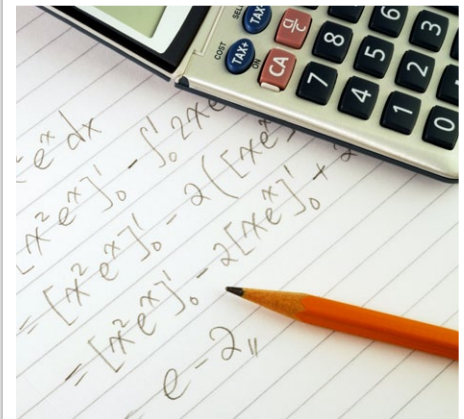
◇ Data is not available.

◆ 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	\$8,650
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$8,650
Annual average teacher salary	\$102,813



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

## Pupil Outcomes

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

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

## Engagement

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

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

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

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

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