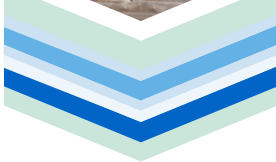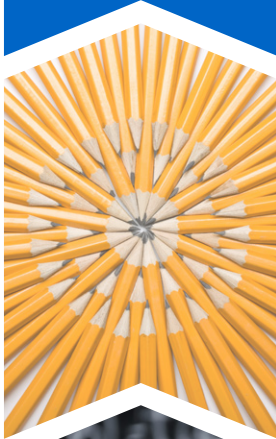# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

ACCESS
Juvenile Hall

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Orange County Department of Education

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 Standards and Frameworks. Through a variety of powerful learning strategies (e.g., directed study, differentiated instruction and mastery learning), students are prepared to achieve proficiency-level literacy. Teachers are encouraged to bring critical-thinking, problem-solving and decision-making skills into the classroom, working with students individually or through group participation.

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

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

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

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

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

Primary ACCESS options include: Alternative Education (students who are referred to ACCESS education options not provided by the local school district), Correctional Education (students whose delinquent behavior has led to restrictions imposed by the judicial system [incarceration and/or probation]), Federal and Student Support Services (ACCESS programs are supported by a variety of specialized support personnel including counselors, psychologists, special education, and Title I staff, including group home tutors and transition specialists), and Adult Correctional Education Program ACEP (educational programs for adults ages 18 and older, residing in correctional institutions).

Parental Involvement

Research tells us that family involvement in schools makes a big difference. When schools, families and communities work together, student achievement increases. ACCESS Youth Correctional Education Program (YCEP) welcomes and encourages family participation in a variety of ways:

Parent-engagement activities are coordinated with probation, the Orange County Health Care Agency and other collaborative partners.
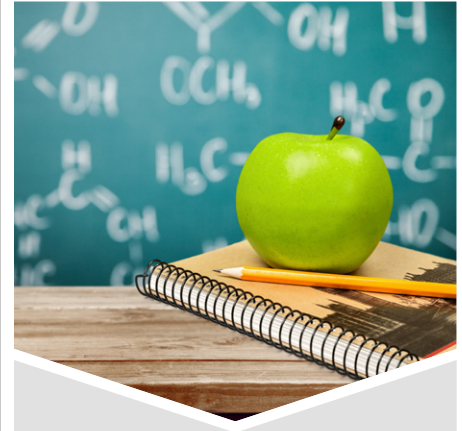
A bilingual family community liaison is available to assist parents during enrollment, parent-teacher conferences, meetings and family events at school sites.

Parenting classes are offered to families through the Orange County Health Care Agency and community partners.

Parents, school personnel, and probation staff may be elected to serve on the School Site Council and English Learner Advisory Committee.

Parents participate in the Parent Teacher Student Association (PTSA) unit located at Rio Contiguo High School.

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

School Mission Statement

The ACCESS mission is to provide a continuum of services for agency partners and school districts that prepare all students to be college and career ready.

School Vision Statement

ACCESS students will be college and career ready by acquiring 21st century skills to become contributing members of their community.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

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

Vision Statement

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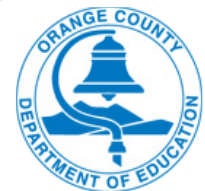
Orange County Board of Education

Rebecca Gomez, *1st District*

David L. Boyd, *2nd District*

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

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

Linda Lindholm, *5th District*

Enrollment by Student Group

The total enrollment at the school was 405 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2015-16 School Year

Black or African-American 2.5%
White 9.4%
Two or More Races 1.2%
No Response 2.0%
Native Hawaiian or Pacific Islander 0.2%
Asian 2.2%
American Indian or Alaska Native 0.5%
Hispanic or Latino 82.0%

Socioeconomically disadvantaged	79.50%	English learners	46.40%	Students with disabilities	18.80%	Foster youth	14.10%
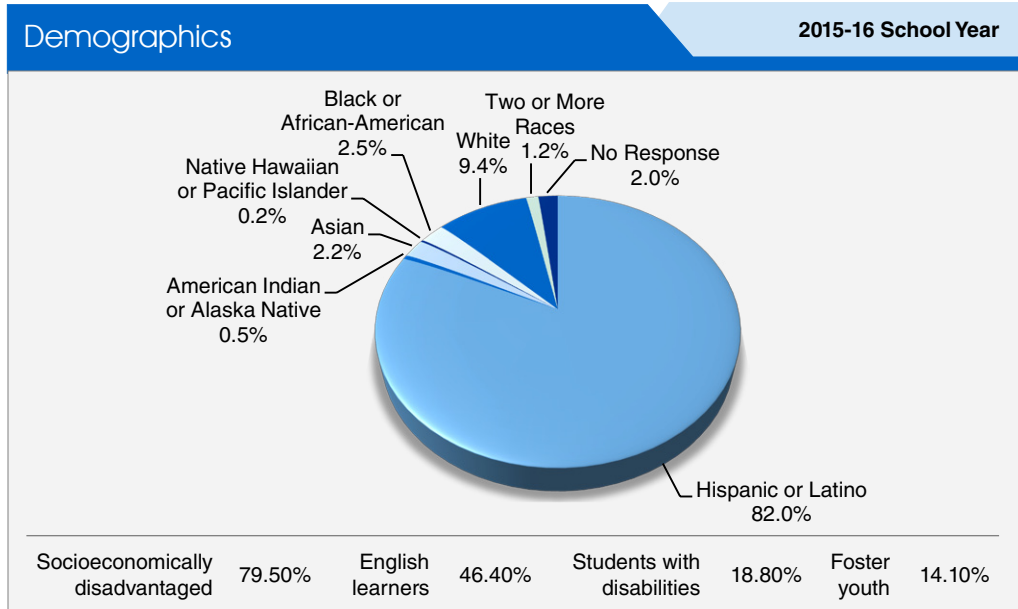
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.
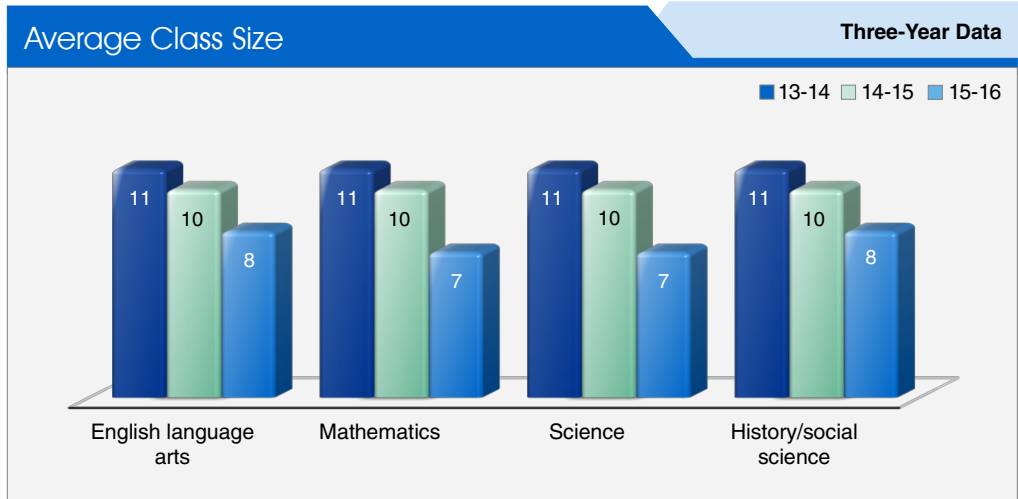
Average Class Size — Three-Year Data

Legend: 13-14, 14-15, 15-16

	English language arts	Mathematics	Science	History/social science
13-14	11	11	11	11
14-15	10	10	10	10
15-16	8	7	7	8

Number of Classrooms by Size — Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	52	2		54			31		
Mathematics	52	2		54			30		
Science	52	2		54			31		
History/social science	52	2		54			28		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

Grade	Enrollment
K	2
1	3
2	1
3	1
5	3
6	3
7	5
8	21
9	84
10	99
11	82
12	101
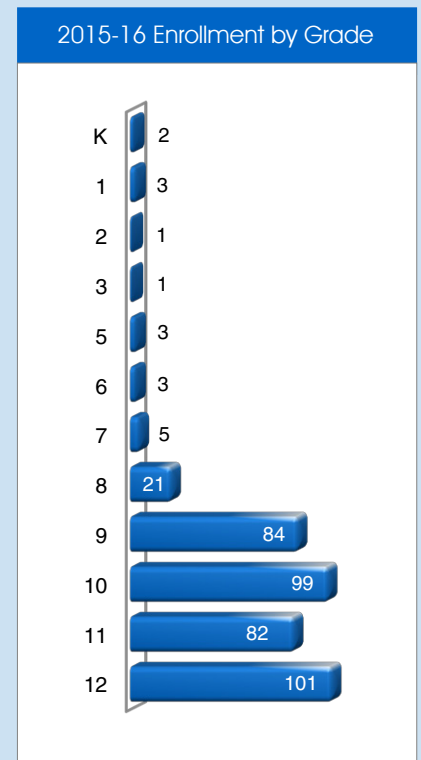
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

ACCESS Juvenile Hall			
	13-14	14-15	15-16
Suspension rates	0.0%	0.6%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
OCDE			
	13-14	14-15	15-16
Suspension rates	1.0%	0.6%	4.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Professional Development

The schools operated in ACCESS offer a variety of instructional strategies and programs to meet student needs. Those students struggling with basic skills are given direct support through specialized programs such as Max Scholar, iLit20, Lexia Core 5, and Accelerated Reader. High-quality professional development activities designed by school personnel support instructional practices leading to improved student achievement. Teachers and administrators participated in a variety of visitations, conferences, workshops, and in-services on topics such as writing strategies, literacy, instructional strategies, and personal/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.

Professional Development Days	Three-Year Data		
	2014-15	**2015-16**	**2016-17**
ACCESS Juvenile Hall	3 days	3 days	3 days

School Safety Plan

The ACCESS Safe School Plan is updated biannually; the last review date was in February 2017. The ACCESS Safe School Advisory Committee is responsible for approving the ACCESS Safe School Plan and making future recommendations. Members include: teachers, administrators, safe school coordinators, students, parents, and law-enforcement representatives. Contents of the Safe School Plan include, but are not limited to, board policies, safe school strategies and programs, crisis-response procedures, and threat-assessment protocol. In addition, individual school sites develop safe school plans customized to address their specific needs. Site-specific safe school plans are kept at the sites and the administrative offices.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	ACCESS Juvenile Hall	**OCDE**
Program Improvement status	In PI	In PI
First year of Program Improvement	2010-2011	2005-2006
Year in Program Improvement	Year 4	Year 3
Number of schools currently in Program Improvement	2	
Percentage of schools currently in Program Improvement	100.00%	

California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖
Grade 7	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖
Grade 9	
Four of six standards	4.80%
Five of six standards	33.30%
Six of six standards	33.30%

❖ 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.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced								Three-Year Data	
	ACCESS Juvenile Hall			OCDE			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	8%	5%	6%	29%	25%	32%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	181	94	51.93%	6.38%
Male	145	80	55.17%	5.00%
Female	36	14	38.89%	14.29%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	152	83	54.61%	4.82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	3	25.00%	66.67%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	134	74	55.22%	5.41%
English learners	93	52	55.91%	1.92%
Students with disabilities	28	16	57.14%	6.25%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	ACCESS Juvenile Hall		OCDE		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	12%	3%	30%	28%	44%	48%
Mathematics	1%	1%	20%	18%	33%	36%

❖ 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 Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 8 and 11. Due to low enrollment scores are not shown for grades 3-7.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	29	17	58.60%	0.00%
Male	20	13	65.00%	0.00%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	25	15	60.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	25	15	60.00%	0.00%
English learners	13	6	46.20%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	30	18	60.00%	0.00%
Male	20	13	65.00%	0.00%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	16	61.50%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	25	15	60.00%	0.00%
English learners	13	6	46.20%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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

Percentage of Students Meeting or Exceeding State Standards	2015-16 School Year

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	116	71	61.20%	4.40%
Male	95	61	64.20%	3.40%
Female	21	10	47.60%	11.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	91	51	56.00%	4.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	11	78.60%	10.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	84	50	59.50%	2.10%
English learners	48	27	56.30%	4.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	116	69	59.50%	0.00%
Male	95	59	62.10%	0.00%
Female	21	10	47.60%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	91	49	53.90%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	11	78.60%	0.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	84	48	57.10%	0.00%
English learners	48	25	52.10%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent 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/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2015
Group	ACCESS Juvenile Hall	OCDE	California
All students	28.57%	74.30%	85.66%
Black or African-American	16.67%	58.97%	76.88%
American Indian or Alaska Native	33.33%	170.00%	74.87%
Asian	❖	143.48%	92.78%
Filipino	❖	12.50%	96.80%
Hispanic or Latino	29.75%	64.39%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	39.13%	100.75%	87.23%
Two or more races	❖	134.78%	91.36%
Socioeconomically disadvantaged	15.05%	36.53%	76.61%
English learners	23.58%	50.27%	50.90%
Students with disabilities	37.50%	87.77%	68.38%
Foster youth	◈	◈	◈

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
ACCESS Juvenile Hall	⁂	⁂	⁂	⁂	⁂	⁂
OCDE	87.54%	88.62%	89.96%	7.30%	6.70%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ 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 Offices of Education administered schools receive the countywide rate.

Admission Requirements for California's Public Universities

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

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

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and 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	
ACCESS Juvenile Hall	
2014-15 and 2015-16 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%

Textbooks and Instructional Materials

The Orange County Board of Education has certified that all students have access to standards-based instructional materials in the academic core.

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

The Orange County Department of Education has affirmed that each pupil, including English learners, has their own textbook to use in class and to take home. This public hearing occurred in August 2016.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
Reading/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.

Quality of Textbooks

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

Quality of Textbooks	2016-17 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

Career Technical Education Programs

A number of programs emphasizing successful transition skills are available. These programs foster the acquisition and growth of work-readiness skills. These include Regional Occupational Programs, career assessments, life-skills classes, vocational exploration, and partnerships with local community colleges and technical programs. We want our students to acquire an understanding of and skills for success in the workplace.

ACCESS Juvenile Hall does not offer a formal career technical education program or classes.

Career Technical Education Participation

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

Career Technical Education Data	2015-16 Participation
	ACCESS Juvenile Hall
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

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	
2016-17 School Year	
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%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	8/3/2016

Advanced Placement Courses

Advanced Placement (AP) courses are currently not offered at this time.

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			2016-17 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	★	Restrooms/fountains	★
Interior	★	Safety	★
Cleanliness	★	Structural	★
Electrical	★	External	★
Overall summary of facility conditions			★
Date of the most recent school site inspection			★
Date of the most recent completion of the inspection form			★

★ The school does not conduct the inspection. ACCESS Juvenile Hall is inspected and maintained by the Probation Department.

School Facilities

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

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

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

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

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

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

Public Internet Access

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

School Facilities

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

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

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

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

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

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

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

Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	OCDE	ACCESS Juvenile Hall		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	279	65	56	51
Without a full credential	6	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	ACCESS Juvenile Hall		
Teachers	**14-15**	**15-16**	**16-17**
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

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
ACCESS Juvenile Hall	97.92%	2.08%
All schools in district	98.76%	1.24%
High-poverty schools in district	99.67%	0.33%
Low-poverty schools in district	96.04%	3.96%

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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	2.00
Psychologist	2.60
Social worker	8.00
Nurse	0.30
Speech/language/hearing specialist	0.95
Resource specialist (nonteaching)	5.85
Other	**FTE**
Family community liaisons	1.00
Transition specialists	4.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data	2014-15 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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
ACCESS Juvenile Hall	$18,536	$95,768
OCDE	$9,473	$109,743
California	$5,677	◈
School and district: percentage difference	+95.7%	-12.7%
School and California: percentage difference	+226.5%	◆

✿ County Offices of Education that operate schools are not required to report this data.

◈ Data is not available.

◆ The percentage difference cannot be calculated because California Annual Average Teacher Salary is not available.

School Financial Data

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

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$18,536
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$18,536
Annual average teacher salary	$95,768

Types of Services Funded

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

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.