

# Orange County Department of Education

200 Kalmus Drive Costa Mesa, CA 92626 ▪ [www.ocde.us](http://www.ocde.us)

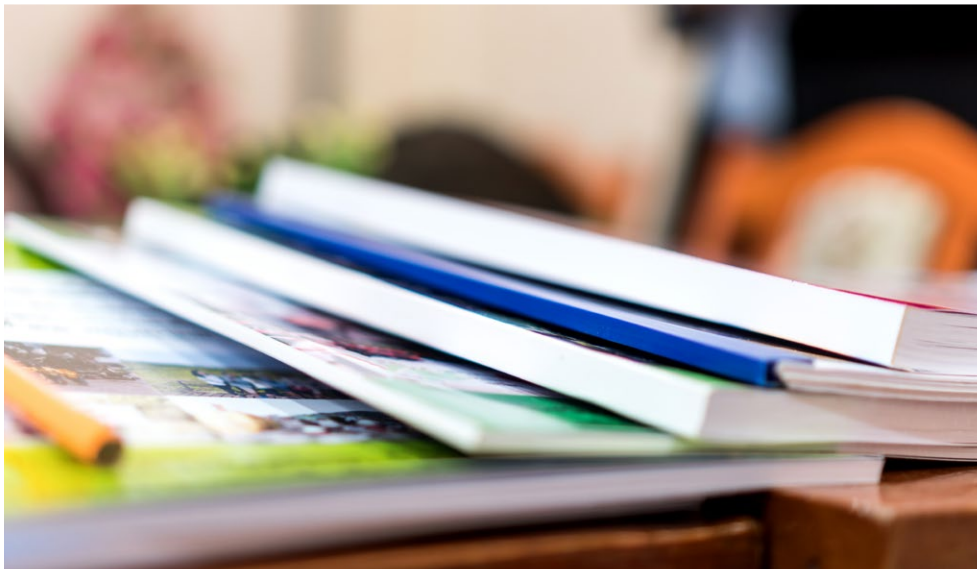
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## SARC

2022-23

School Accountability  
Report Card

Published in 2023-24



## ACCESS County Community School

Grades K-12  
CDS Code 30-10306-3030764

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## Assistant Superintendent's Message

The ACCESS (Alternative, Community, and Correctional Education Schools and Services) programs provide year-round educational options. Curriculum offerings are aligned with local districts and with the California State Frameworks and Standards. Through a variety of powerful learning strategies (e.g., directed study, differentiated instruction and mastery learning), students 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. The Individual Learning Plan (ILP) is a helpful tool in directing the student into self-awareness and self-management (cognitive restructuring) of their 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.

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 career coaches.

ACCESS Community Schools received a six-year accreditation from the Western Association of Schools and Colleges in 2023.

## 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

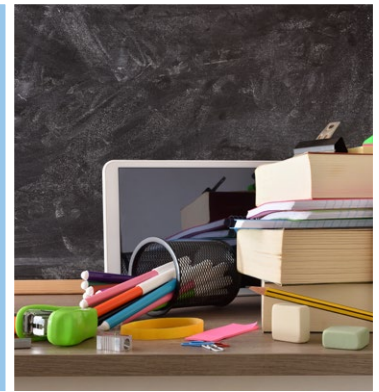
ACCESS students will be college and career ready by acquiring 21st century skills to become contributing members of their community.

## School Safety

The ACCESS School Site Safety Plan is updated annually; the last review date was in March 2023. The next School Site Safety Plan review will be conducted in January 2024. The ACCESS School Site Safety Committee is responsible for approving the School Site Safety Plan and making future recommendations. Members include teachers, administrators, safety coordinators and law-enforcement representatives. The ACCESS School Site Safety Plan is reviewed by the administrator and staff of each administrative unit prior to approval.

Contents of the Site Safety Plan include, but are not limited to, board policies, safe school strategies and programs, crisis-response procedures and threat-assessment protocols. We assign duties to staff in school sites in the event of a crisis and establish what lines of communication will be used to contact each other and parents. Schools practice drills once each semester, liaisons are trained semi-annually, and new hires are trained on the safety plan during onboarding. All schools must designate a room for counseling and the crisis-command post. Our Comprehensive School Safety Plan outlines the Suspension and Expulsion Policy, which covers Education Code 48900 and details the documentation process.

In addition, individual school sites develop school safety plans customized to address their specific needs. Site-specific safety plans are kept at the sites and their regional administrative offices. The ACCESS Site Safety Committee meets monthly and collaborates to ensure all ACCESS sites have the tools and resources to implement their site safety plan.



## 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.

## 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.

## District Vision Statement

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

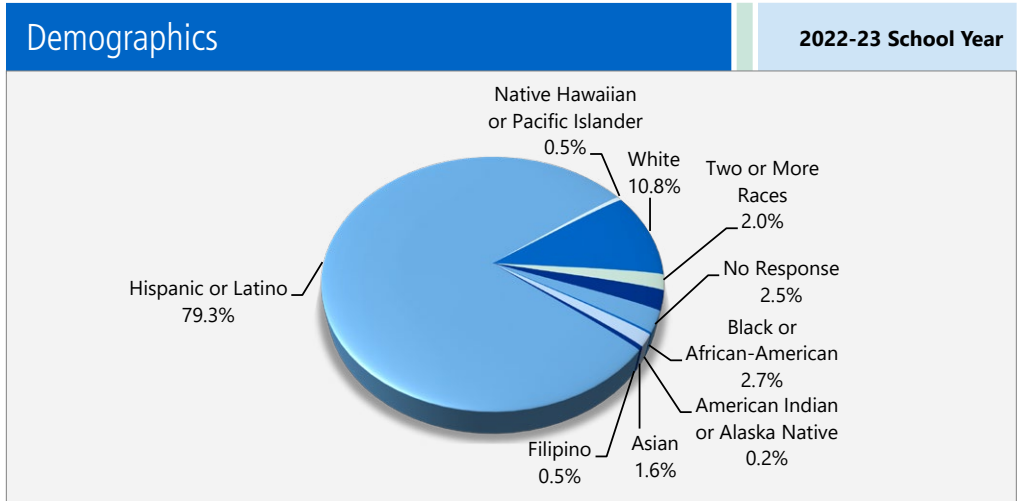
## Governing Board

- Orange County Board of Education
- Jorge Valdes, Esq., 1st District
- Mari Barke, 2nd District
- Dr. Ken L. Williams, 3rd District
- Tim Shaw, 4th District
- Lisa Sparks, Ph.D., 5th District



### Enrollment by Student Group

The total enrollment at the school was 1,225 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

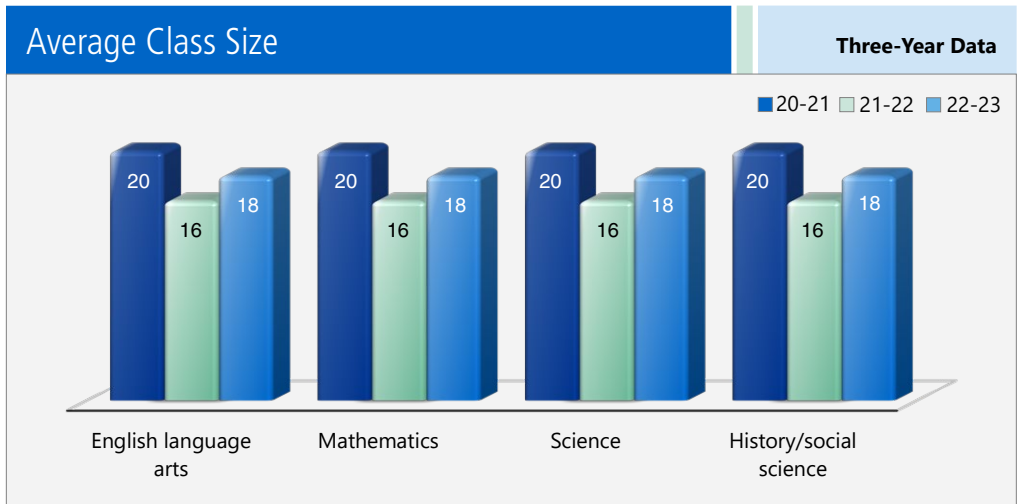


### Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	42.00%
Male	57.40%
Non-Binary	0.60%
English learners	30.60%
Foster youth	2.40%
Homeless	15.80%
Migrant	0.00%
Socioeconomically Disadvantaged	81.30%
Students with Disabilities	12.50%

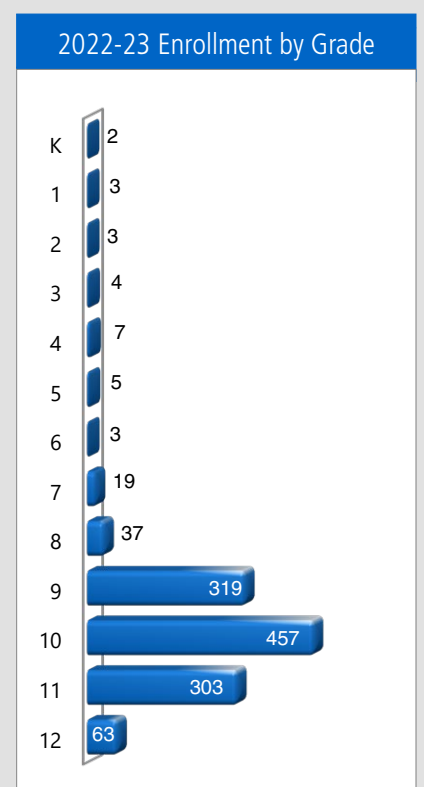
### Class Size Distribution

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.



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.



Number of Classrooms by Size		Three-Year Data								
Subject	Number of Students	2020-21			2021-22			2022-23		
		1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
		English language arts	48	13	9	55	11	4	51	9
Mathematics	48	13	9	55	11	4	51	9	8	
Science	48	13	9	55	11	4	51	9	8	
History/social science	48	3	9	55	11	4	51	9	8	



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	ACCESS CCS			Orange CDE			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Suspension rates</b>	0.00%	1.10%	3.10%	0.00%	1.00%	1.60%	0.20%	3.20%	3.60%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	3.10%	0.00%	
<b>Female</b>	1.10%	0.00%	
<b>Male</b>	4.50%	0.00%	
<b>Non-Binary</b>	0.00%	0.00%	
<b>American Indian or Alaska Native</b>	0.00%	0.00%	
<b>Asian</b>	0.00%	0.00%	
<b>Black or African American</b>	4.90%	0.00%	
<b>Filipino</b>	0.00%	0.00%	
<b>Hispanic or Latino</b>	3.30%	0.00%	
<b>Native Hawaiian or Pacific Islander</b>	6.70%	0.00%	
<b>Two or More Races</b>	0.00%	0.00%	
<b>White</b>	1.00%	0.00%	
<b>English Learners</b>	4.90%	0.00%	
<b>Foster Youth</b>	6.60%	0.00%	
<b>Homeless</b>	3.50%	0.00%	
<b>Socioeconomically Disadvantaged</b>	3.30%	0.00%	
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%	
<b>Students with Disabilities</b>	4.70%	0.00%	

## 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.

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 participating in each of the five fitness components 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 Participating in each of the Five Fitness Components

#### 2022-23 School Year

##### Grade 5

Component:	%
<b>1. Aerobic Capacity</b>	89%
<b>2. Abdominal Strength and Endurance</b>	89%
<b>3. Trunk Extensor and Strength and Flexibility</b>	v
<b>4. Upper Body Strength and Endurance</b>	89%
<b>5. Flexibility</b>	89%

##### Grade 7

Component:	%
<b>1. Aerobic Capacity</b>	64%
<b>2. Abdominal Strength and Endurance</b>	64%
<b>3. Trunk Extensor and Strength and Flexibility</b>	64%
<b>4. Upper Body Strength and Endurance</b>	64%
<b>5. Flexibility</b>	64%

##### Grade 9

Component:	%
<b>1. Aerobic Capacity</b>	34%
<b>2. Abdominal Strength and Endurance</b>	34%
<b>3. Trunk Extensor and Strength and Flexibility</b>	34%
<b>4. Upper Body Strength and Endurance</b>	34%
<b>5. Flexibility</b>	34%



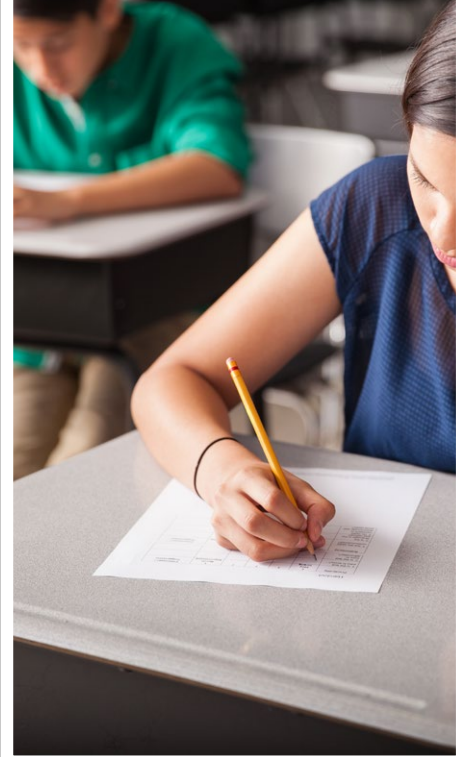


## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



## CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	ACCESS CCS		Orange CDE		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	11.84%	0.00%	21.84%	9.20%	29.47%	30.29%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	ACCESS CCS		Orange CDE		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	16%	12%	53%	52%	47%	46%
Mathematics	3%	3%	40%	39%	33%	34%

## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 CAA divided by the total number of students who participated in both assessments.

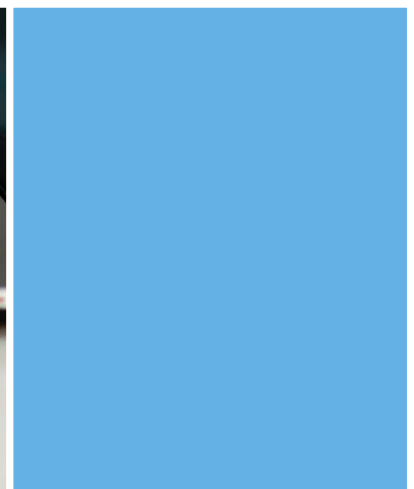
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



### CAASPP Test Results by Student Group: Science (grades 5, 8 and high school)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	161	93	57.76%	42.24%	0.00%
Female	62	42	67.74%	32.26%	0.00%
Male	97	50	51.55%	48.45%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	136	83	61.03%	38.97%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	13	4	30.77%	69.23%	❖
English Learners	76	45	59.21%	40.79%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	19	13	68.42%	31.58%	0.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	143	85	59.44%	40.56%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	13	72.22%	27.78%	0.00%

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





## CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)

## Percentage of Students Meeting or Exceeding State Standard

2022-23 School Year

## English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	506	330	65.22%	34.78%	12.46%
Female	227	157	69.16%	30.84%	14.38%
Male	278	173	62.23%	37.77%	10.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	16	14	87.50%	12.50%	14.29%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	411	269	65.45%	34.55%	10.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	13	65.00%	35.00%	23.08%
White	44	29	65.91%	34.09%	24.14%
English Learners	185	123	66.49%	33.51%	0.83%
Foster Youth	❖	❖	❖	❖	❖
Homeless	74	49	66.22%	33.78%	20.83%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	429	282	65.73%	34.27%	11.31%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	80	56	70.00%	30.00%	14.81%

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

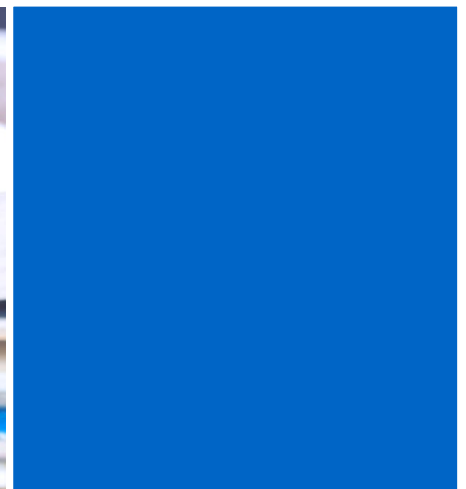




## CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	507	315	62.13%	37.87%	3.28%
Female	228	154	67.54%	32.46%	2.04%
Male	278	161	57.91%	42.09%	4.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	16	13	81.25%	18.75%	7.69%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	412	256	62.14%	37.86%	2.82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	11	55.00%	45.00%	0.00%
White	44	29	65.91%	34.09%	3.70%
English Learners	185	115	62.16%	37.84%	1.77%
Foster Youth	❖	❖	❖	❖	❖
Homeless	74	48	64.86%	35.14%	6.38%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	430	267	62.09%	37.91%	3.09%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	80	54	67.50%	32.50%	4.00%

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







### Career Technical Education Programs

Community school students have the opportunity to participate in a formalized career exploration program through Paxton Patterson college and career labs and industry certification courses. Stand-alone exploratory CTE courses are offered at three community schools and provide students with hands-on learning opportunities to explore their interests in high-demand career fields and develop college and career readiness skills. All CTE courses offered are assigned to CTE credentialed teachers. CTE standards-aligned curriculum and materials are adapted and differentiated to support equity and access for all student populations. Students have an opportunity to participate in a 10-week mentorship program and paid, eight-week internship opportunity with Orange County Department of Education (OCDE). ACCESS students have access to a cyber-security internship experience through the CyberForward program culminating in certification and potential job placement.

Students have the opportunity to achieve industry-recognized certification that will qualify and prepare them for entry-level employment. Industry certificates offered:

1. ServSafe CA Food Handler Certificate
2. Express Employment Professionals Career Preparedness Certification (iCEV)
3. Southwest Airlines Professional Communications Certification (iCEV)
4. Texas Tech University Center for Financial Responsibility Personal Financial Literacy Certification (iCEV)

ACCESS is a member of the OC Pathways K12SWP Career Counselor Coordinator consortia. CTE Coordinators participate in CTE professional development bi-weekly, focusing on implementation of student focused high quality CTE. ACCESS participates in OCDE's Career & Technical Education Partnership (CTEp) Industry Advisory Committees. Work-based learning (WBL) and other opportunities are provided by multiple business partners such as mentoring, presentations and hands-on activities. Next steps include developing ACCESS CTE program-specific industry partnerships tailored to at-promise youth as well as program specific industry advisory meetings.

ACCESS works closely on an ongoing basis with OC Pathways and local and regional partners to develop a high quality CTE program utilizing best practice approaches in curriculum and instruction to continuously improve access and equity in outcomes for all students.



### Parental Involvement

Research tells us that family engagement in schools makes a big difference. When schools, families and communities work together, student achievement increases. Following the California Dual Capacity Framework, ACCESS Community Schools build trusting relationships with all educational partners and encourages family participation in a variety of ways.

Bilingual Family Community Liaisons reach out to all families as soon as a student is enrolled in classes to conduct a needs assessment, link them to resources in the community, and provide ongoing support. Teachers schedule regular conferences with parents/caregivers to discuss students' academic needs and progress. School counselors and Transition Specialists communicate regularly with students and their families regarding college and career goals and transition plans.

Semi-annual events such as Open House and Parent Night offer families the opportunity to visit their children's classrooms and meet with teachers and support staff. Presentations cover a wide range of information, including graduation requirements, assessment, curriculum and instruction, and student health and safety-related topics.

Parent workshops, provided in-person as well as virtually, are designed to help families build on their strengths and assets while developing new skill sets to support their children's educational and career goals. Workshops address a variety of topics, such as substance use prevention, mental health and wellness, and college and career readiness.

Resource Fairs provide another avenue for families to meet with school staff and connect with community partners in person.

Interpretation in Spanish is provided at all parent workshops, meetings and events.

Parents may participate in school decision-making by serving on the District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC), School Site Council, and Local Control Accountability Plan (LCAP) Parent Advisory Committees.

Other volunteer and leadership opportunities include serving on events committees, assisting with parent outreach, participating in workshops and conferences, and staffing the Family Resource Centers.

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.

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

### Career Technical Education Participation

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

Career Technical Education Data	
ACCESS CCS	
2022-23 Participation	
<b>Number of pupils participating in a CTE program</b>	167
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	0%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	0%



### 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.



## 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.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	20-21	21-22	22-23	20-21	21-22	22-23
<b>ACCESS CCS</b>	29.00%	40.80%	34.70%	21.20%	19.80%	18.90%
<b>Orange CDE</b>	55.20%	63.70%	62.70%	16.30%	14.50%	13.80%
<b>California</b>	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2022-23 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	614	213	34.70%
<b>Female</b>	240	97	40.40%
<b>Male</b>	372	114	30.60%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	13	3	23.10%
<b>Black or African American</b>	19	9	47.40%
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	455	157	34.50%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	15	5	33.30%
<b>White</b>	87	31	35.60%
<b>English Learners</b>	175	47	26.90%
<b>Foster Youth</b>	25	10	40.00%
<b>Homeless</b>	196	65	33.20%
<b>Socioeconomically Disadvantaged</b>	577	194	33.60%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	90	35	38.90%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
<b>Percentage of students enrolled in AP courses</b>	0%
<b>Number of AP courses offered at the school</b>	0
Number of AP Courses Offered	
<b>Computer science</b>	0
<b>English</b>	0
<b>Fine and performing arts</b>	0
<b>Foreign language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social science</b>	0

## Courses for University of California (UC) and/or California State University (CSU) Admission

This 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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. 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).

UC/CSU Admission	
ACCESS CCS	
2021-22 and 2022-23 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2022-23</b>	0.00%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22</b>	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 on August 2, 2023.

### Textbooks and Instructional Materials List

2023-24 School Year

Subject	Textbook	Adopted
Reading/language arts	☒	☒
Mathematics	☒	☒
Science	☒	☒
History/social science	☒	☒

☒ Due to Specialized Instruction, we do not provide a list of textbook titles and publishers. However, a list is available at the Orange County Department of Education.

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2022-23 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2,842	2,471	1,412	57.10%
Female	1,164	1,025	570	55.60%
Male	1,663	1,431	833	58.20%
Non-Binary	15	15	9	60.00%
American Indian or Alaska Native	5	5	4	80.00%
Asian	74	62	32	51.60%
Black or African American	81	71	32	45.10%
Filipino	9	8	5	62.50%
Hispanic or Latino	2,222	1,936	1,121	57.90%
Native Hawaiian or Pacific Islander	15	10	7	70.00%
Two or More Races	58	53	29	54.70%
White	300	257	140	54.50%
English Learners	904	788	497	63.10%
Foster Youth	106	86	55	64.00%
Homeless	484	436	306	70.20%
Socioeconomically Disadvantaged	2,443	2,145	1,245	58.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	363	311	181	58.20%

## 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

2023-24 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

2023-24 School Year

Data collection date	8/2/2023
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## Quality of Textbooks

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

### Quality of Textbooks

2023-24 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



### School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2023-24 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent FIT report</b>	9/26/2023	

### Types of Services Funded

Categorical funding provides paraprofessionals in almost every classroom as well as professional development, after-school tutoring, transition support and supplemental instructional materials. Career Technical Education is offered in several of the community school sites.

### Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	3
2022-23	3
2023-24	3

### 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.

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 basis. Monthly routine site inspections are completed as well by using the Good Repair/Safety Report for any facility conditions that need follow-up repair.

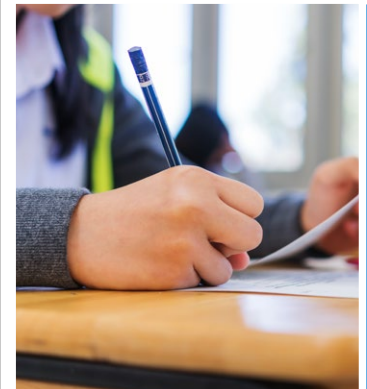
Quarterly prevention inspections are conducted by school facility maintenance staff and contracted services to maintain equipment and devices for the operating systems of school sites.

In addition, annual facility inspections are done to certify that buildings comply 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 using the identifiers mentioned above 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.

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

In addition, general fund allocations are used for tenant improvement projects for sites that were mandated to relocate for various reasons.



### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



### Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.5	64.0%	369.2	67.0%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	2.0	0.4%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	62.9	11.4%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	29.0	36.0%	79.8	14.5%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	37.0	6.7%	18,854.3	6.9%
<b>Total Teaching Positions</b>	80.5	100.0%	551.1	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.0	60.3%	432.3	71.2%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	8.3	1.4%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.0	1.3%	26.7	4.4%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	30.0	38.5%	81.2	13.4%	11,953.1	4.3%
<b>Unknown</b>	0.0	0.0%	58.9	9.7%	15,831.9	5.7%
<b>Total Teaching Positions</b>	78.0	100.0%	607.6	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.







### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
<b>Authorization/Assignment</b>		
<b>Permits and Waivers</b>	0.0	0.0
<b>Misassignments</b>	0.0	1.0
<b>Vacant Positions</b>	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	1.0

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	0.0
<b>Local Assignment Options</b>	29.0	30.0
<b>Total Out-of-Field Teachers</b>	29.0	30.0

### Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0.0%	1.4%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



### 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).

#### Ratio of Pupils to Academic Counselors and School Support Staff Data

2022-23 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	299:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	4.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	2.00
<b>Psychologist</b>	5.04
<b>Social worker</b>	6.27
<b>Nurse</b>	3.00
<b>Speech/language/hearing specialist</b>	1.50
<b>Resource specialist (nonteaching)</b>	9.40



### Financial Data

The financial data displayed in this SARC is from the 2021-22 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.

Salary Data	2021-22 Fiscal Year	
	Orange CDE	Similar Sized District
Beginning teacher salary	⊕	⊕
Midrange teacher salary	⊕	⊕
Highest teacher salary	⊕	⊕
Average elementary school principal salary	⊕	⊕
Average middle school principal salary	⊕	⊕
Average high school principal salary	⊕	⊕
Superintendent salary	⊕	⊕
Teacher salaries: 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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
ACCESS CCS	\$26,405	\$142,203
Orange CDE	\$17,601	\$142,970
California	\$7,607	◇
School and district: percentage difference	+50.0%	-0.5%
School and California: percentage difference	+247.1%	◆

- ⊕ County Office of Education schools are not required to display this data (Education Code Section 41409.3).
- ◇ Information not available.
- ◆ The percentage difference cannot be calculated because California Average Teacher Salary is not available.

Data for this year's SARC was provided by the California Department of Education and 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://dq.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. All data accurate as of January 2024.

### 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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$26,405
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$26,405
Annual average teacher salary	\$142,203



### 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.