

ACCESS County Community School

Grades K-12
CDS Code 30-10306-3030764

Vern Burton, Assistant Superintendent
VBurton@ocde.us

200 Kalmus Drive
Costa Mesa, CA 92628
(714) 245-6402

www.ocde.us



Orange County Department of Education

200 Kalmus Drive Costa Mesa, CA 92626 ▪ www.ocde.us

Al Mijares, Ph.D., Superintendent ▪ amijares@ocde.us ▪ (714) 966-4000

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 2016.

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.

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 support school meetings and events. There is a Family Community Liaison assigned to each administrative area.

Teachers schedule regular conferences with parents to discuss students' academic needs and progress.

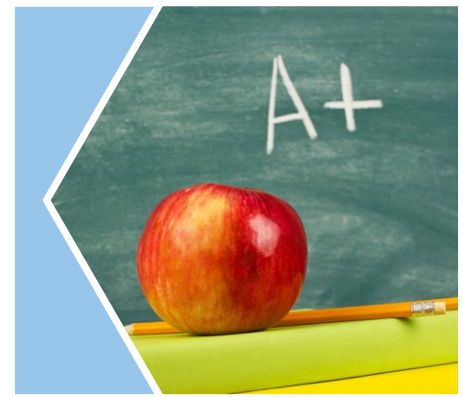
Semi-annual events such as Open House and Parent Night cover a wide range of information, including graduation requirements, assessment, curriculum and instruction, college and career readiness, and student health and safety-related topics.

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

Parents may serve on the District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC).

Other involvement opportunities include School Site Council, parent focus groups, classroom visits, volunteering at school events, college and career fairs, college tours, parenting classes and monthly workshops on a variety of topics, offered in-person or virtually.

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.

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

Mari Barke, 2nd District

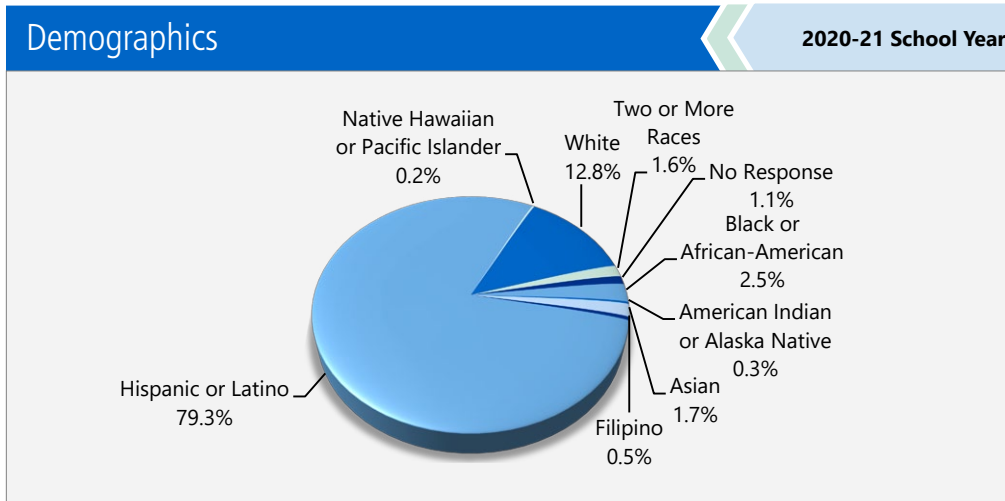
Dr. Ken L. Williams, 3rd District

Tim Shaw, 4th District

Lisa Sparks, Ph.D., 5th District

Enrollment by Student Group

The total enrollment at the school was 1,440 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

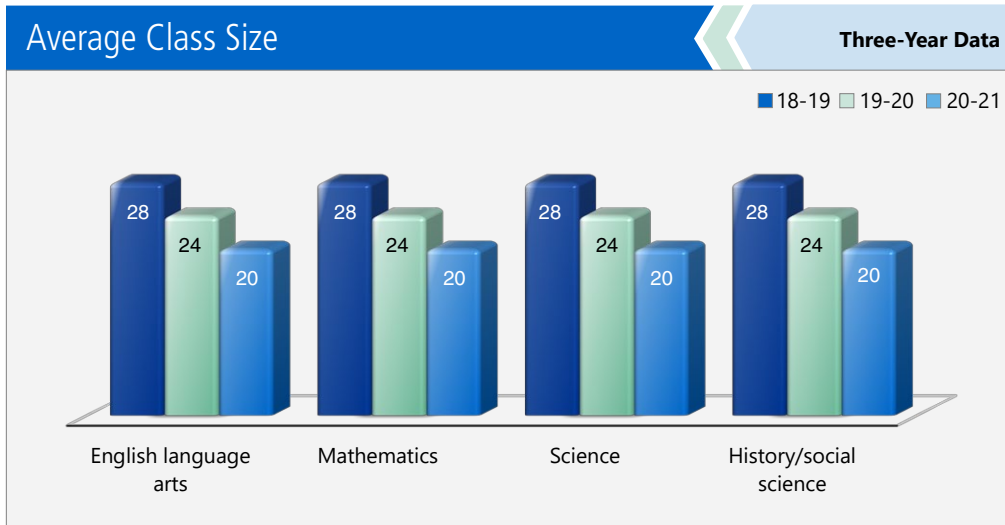


Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	40.30%
Male	59.70%
Non-Binary	0.00%
English learners	31.70%
Foster youth	2.20%
Homeless	19.00%
Migrant	0.00%
Socioeconomically Disadvantaged	83.60%
Students with Disabilities	11.50%

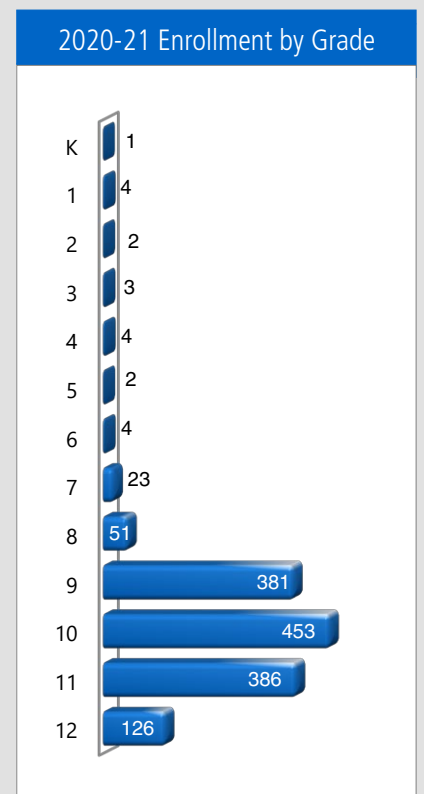
Class Size Distribution

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 2020-21 school year.



Number of Classrooms by Size		Three-Year Data								
Subject	Number of Students									
	2018-19			2019-20			2020-21			
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+	
English language arts	25	17	23	36	12	16	48	13	9	
Mathematics	25	17	23	36	12	16	48	13	9	
Science	25	17	23	36	12	16	48	13	9	
History/social science	25	17	23	36	12	16	48	3	9	

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.

Suspensions and Expulsions		Two-Year Data				
	ACCESS CCS		OCDE		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	3.60%	0.00%	1.60%	0.00%	3.50%	0.20%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	ACCESS CCS	OCDE	California	
	2019-20	2019-20	2019-20	
Suspension rates	2.50%	1.00%	2.50%	
Expulsion rates	0.00%	0.00%	0.10%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.1%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.1%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.1%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.1%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	



Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	3
2020-21	3
2021-22	3



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.

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:

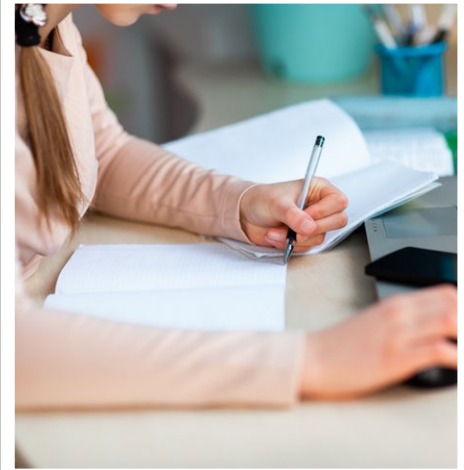
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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.

California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	ACCESS CCS		
	Grade 5	Grade 7	Grade 9
Four of six standards	◇	◇	◇
Five of six standards	◇	◇	◇
Six of six standards	◇	◇	◇



Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2,255	1,966	1,123	57.10%
Female	844	752	441	58.60%
Male	1,409	1,212	680	56.10%
American Indian or Alaska Native	7	7	5	71.40%
Asian	51	45	26	57.80%
Black or African American	56	48	26	54.20%
Filipino	9	7	1	14.30%
Hispanic or Latino	1,744	1,516	879	58.00%
Native Hawaiian or Pacific Islander	3	3	2	66.70%
Two or More Races	32	26	9	34.60%
White	320	285	154	54.00%
English Learners	690	596	384	64.40%
Foster Youth	63	56	35	62.50%
Homeless	478	424	282	66.50%
Socioeconomically Disadvantaged	1,898	1,661	959	57.70%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	288	255	122	47.80%

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.



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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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		OCDE		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	* [‡]	■	* [‡]	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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		OCDE		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	* [‡]	■	* [‡]	■	* [‡]
Mathematics	■	* [‡]	■	* [‡]	■	* [‡]

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

*[‡] This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

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 ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



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

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

** This school did not test students using the CAASPP for Science.



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

Assessment Name: i-Ready

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	882	204	23%	77%	17%
Female	369	82	22%	78%	21%
Male	510	122	24%	76%	14%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	16	4	25%	75%	❖
Black or African American	15	6	40%	60%	❖
Filipino	11	1	9%	91%	❖
Hispanic or Latino	594	150	25%	75%	15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	31	4	13%	87%	❖
White	186	37	20%	80%	30%
English Learners	157	58	37%	63%	9%
Foster Youth	13	8	62%	38%	❖
Homeless	111	53	48%	52%	17%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	334	161	48%	52%	14%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	60	41	68%	32%	12%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)

Assessment Name: i-Ready

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	882	196	22%	78%	6%
Female	369	81	22%	78%	6%
Male	510	115	23%	77%	6%
American Indian or Alaska Native	❖	❖	❖	❖	0%
Asian	16	3	19%	81%	❖
Black or African American	15	6	40%	60%	❖
Filipino	11	2	18%	82%	❖
Hispanic or Latino	594	147	25%	75%	5%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	0%
Two or more races	31	4	13%	87%	❖
White	186	32	17%	83%	9%
English Learners	157	50	32%	68%	0%
Foster Youth	13	5	38%	62%	❖
Homeless	111	48	43%	57%	4%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	334	154	46%	54%	7%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	60	40	67%	33%	5%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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.

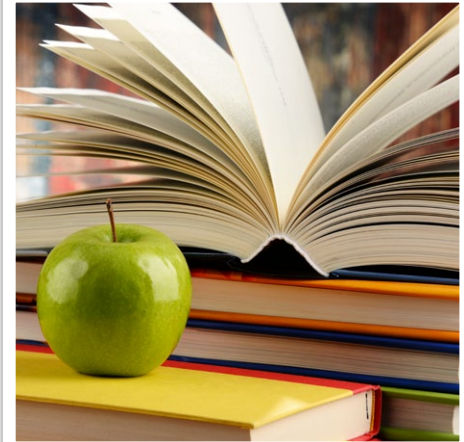
Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
ACCESS CCS	30.10%	29.00%	29.00%	26.90%	27.30%	21.20%
OCDE	38.80%	41.20%	55.20%	26.90%	24.20%	16.30%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

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

Graduation Rate by Student Group	2020-21 School Year		
	Student Group	Number of Students in Cohort	Number of Cohort Graduates
All Students	711	206	29.00%
Female	270	89	33.00%
Male	441	117	26.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	25	11	44.00%
Black or African American	13	5	38.50%
Filipino	❖	❖	❖
Hispanic or Latino	545	143	26.20%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	109	38	34.90%
English Learners	243	54	22.20%
Foster Youth	29	10	34.50%
Homeless	260	84	32.30%
Socioeconomically Disadvantaged	670	192	28.70%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	100	37	37.00%

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>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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

At this time, no Advanced Placement (AP) courses are offered by ACCESS County Community School.

Courses for University of California (UC) and/or California State University (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>. 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.

UC/CSU Admission

ACCESS CCS

2019-20 and 2020-21 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	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 4, 2021.

Textbooks and Instructional Materials List

2021-22 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.

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

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

Career Technical Education Programs

Community school students will 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 will be offered at community schools and will 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 paid, 8-week internship opportunity with OCDE. A new model will be implemented to include academic credits linked to curriculum through a CTE standards aligned professional internship course serving multiple pathways.

Students will also 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.

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

2021-22 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

2021-22 School Year

Data collection date	8/4/2021
----------------------	----------

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

2020-21 Participation

Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

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.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	10/4/2021	

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.

School Safety

The ACCESS School Site Safety Plan is updated annually; the last review date was in February 2021. The next School Site Safety Plan review will be conducted in January 2022. 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. Furthermore, an Inventory Audit for emergency supplies and materials was conducted in January 2020.

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.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays 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		2019-20 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

This table displays the percent of authorization/assignment 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/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	ACCESS CCS	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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/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>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

2019-20 School Year

Indicator	ACCESS CCS
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

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

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

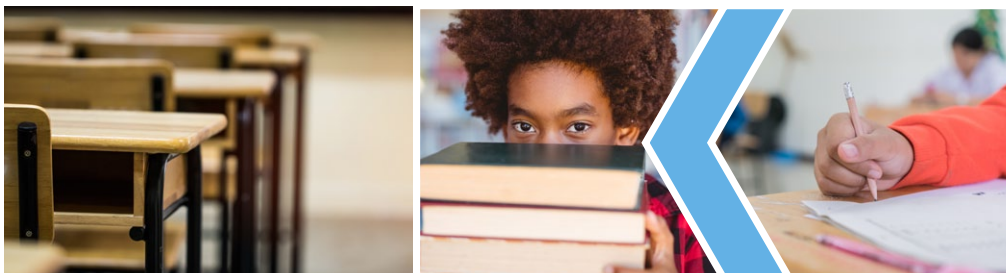
Class Assignments

2019-20 School Year

Indicator	ACCESS CCS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

2020-21 School Year

	Ratio
Pupils to Academic counselors	350:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	4.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	2.0
Psychologist	3.5
Social worker	6.5
Nurse	2.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	9.0

Financial Data

The financial data displayed in this SARC is from the 2019-20 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.

Salary Data		2019-20 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		2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
ACCESS CCS	\$12,997	\$126,921	
OCDE	\$11,082	\$127,280	
California	\$8,444	◇	
School and district: percentage difference	+17.3%	-0.3%	
School and California: percentage difference	+53.9%	◆	

- ⊕ 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.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$12,997
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$12,997
Annual average teacher salary	\$126,921



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.

School Accountability Report Card

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	986	137	13.89%	86.11%	19.71%
Female	405	54	13.33%	86.67%	33.33%
Male	580	82	14.14%	85.86%	9.76%
American Indian or Alaska Native	--	--	--	--	--
Asian	69	18	26.09%	73.91%	22.22%
Black or African American	21	4	19.05%	80.95%	--
Filipino	11	4	36.36%	63.64%	--
Hispanic or Latino	597	77	12.90%	87.10%	15.58%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	48	4	8.33%	91.67%	--
White	233	30	12.88%	87.12%	30.00%
English Learners	209	29	13.88%	86.12%	3.45%
Foster Youth	35	3	8.57%	91.43%	--
Homeless	208	0	0.00%	100.00%	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	527	40	7.59%	92.41%	7.50%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	276	108	39.13%	60.87%	2.78%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	988	136	13.77%	86.23%	9.56%
Female	406	53	13.05%	86.95%	15.09%
Male	581	82	14.11%	85.89%	4.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	69	17	24.64%	75.36%	17.65%
Black or African American	21	4	19.05%	80.95%	--
Filipino	11	4	36.36%	63.64%	--
Hispanic or Latino	598	77	12.88%	87.12%	5.19%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	48	4	8.33%	91.67%	--
White	234	30	12.82%	87.18%	16.67%
English Learners	209	29	13.88%	86.12%	0.00%
Foster Youth	35	3	8.57%	91.43%	--
Homeless	208	0	0.00%	100.00%	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	528	40	7.58%	92.42%	2.50%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	276	106	38.41%	61.59%	0.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
Assessment Name: iReady

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,178	406	34%	66%	41%
Female	485	166	34%	66%	51%
Male	690	240	35%	65%	33%
American Indian or Alaska Native	--	--	--	--	--
Asian	42	28	67%	33%	61%
Black or African American	22	10	45%	55%	10%
Filipino	14	4	29%	71%	--
Hispanic or Latino	708	221	31%	69%	24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	51	22	43%	57%	77%
White	279	110	39%	61%	61%
English Learners	193	80	41%	59%	10%
Foster Youth	37	18	49%	51%	17%
Homeless	119	60	50%	50%	18%
Military	--	--	--	--	--
Socioeconomically disadvantaged	463	232	50%	50%	20%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	96	61	64%	36%	20%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
Assessment Name: iReady

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,178	395	34%	66%	32%
Female	485	164	34%	66%	36%
Male	690	231	33%	67%	29%
American Indian or Alaska Native	--	--	--	--	--
Asian	42	23	55%	45%	70%
Black or African American	22	10	45%	55%	30%
Filipino	14	5	36%	64%	--
Hispanic or Latino	708	217	31%	69%	14%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	51	21	41%	59%	71%
White	279	105	38%	62%	52%
English Learners	193	70	36%	64%	3%
Foster Youth	37	15	41%	59%	7%
Homeless	119	55	46%	54%	7%
Military	--	--	--	--	--
Socioeconomically disadvantaged	463	224	48%	52%	15%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	96	59	61%	39%	5%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

