

# Orange County Department of Education

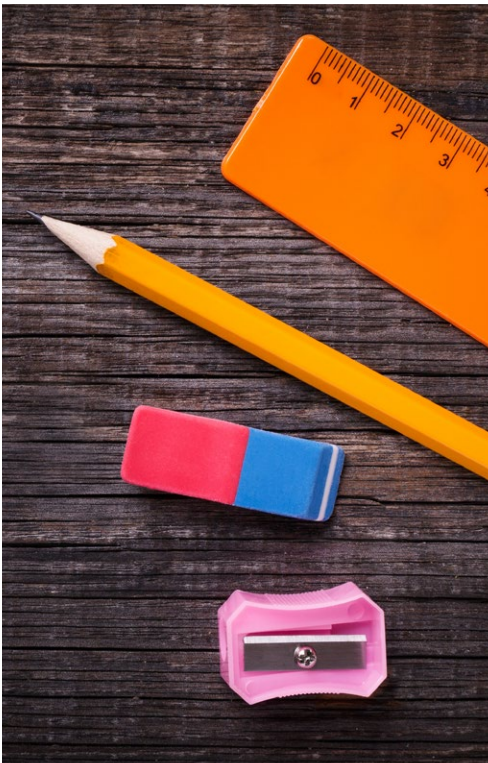
200 Kalmus Drive Costa Mesa, CA 92626 ▪ [www.ocde.us](http://www.ocde.us)

Dr. Stefan Bean, Superintendent ▪ [Sbean@ocde.us](mailto:Sbean@ocde.us) ▪ (714) 966-4000

## SARC

2023-24

School Accountability  
Report Card  
Published in 2024-25



## ACCESS County Community School

Grades K-12

CDS Code 30-10306-3030764

Analee Kredel, Associate Superintendent  
[AKredel@ocde.us](mailto:AKredel@ocde.us)

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

[www.ocde.us](http://www.ocde.us)



## Associate Superintendents Message

ACCESS (Alternative, Community, and Correctional Education Schools and Services) provides year-round educational opportunities aligned with local district standards and the California State Frameworks and Standards. Using a variety of proven learning strategies such as directed study, differentiated instruction, and mastery learning, students are empowered to achieve proficiency in literacy and other core competencies.

Teachers incorporate critical thinking, problem-solving, and decision-making into their lessons, working closely with students either individually or in groups. The foundation of student success lies in the personalized learning plans and the strong, supportive relationships between students and staff. These connections foster a positive school experience where students feel cared for, guided, and encouraged to respect themselves and others, develop good work habits, and embrace personal and community responsibility.

In addition to academic support, ACCESS provides services to help students develop appropriate behaviors and pro-social skills. The Individual Learning Plan (ILP) plays a critical role in guiding students toward self-awareness and self-management, helping them restructure their thinking and behaviors. This approach equips students to apply their new skills beyond the classroom, enriching their lives and interactions in the community.

ACCESS's diverse student body reflects the multicultural demographics of Orange County, promoting mutual respect for various cultures among both students and teachers.

The programs offered fall into four main categories: ACCESS County Community (ACC), ACCESS Juvenile Hall (AJH) court schools, Orange County Community School (OCCS), and the College and Career Preparatory Academy (CCPA). These programs are supported by specialized services, including special education, Title I funding, and grants that serve institutions, group homes, and community schools. A team of counselors, psychologists, special education staff, Title I specialists, group-home tutors, transition specialists, and career coaches all contribute to the comprehensive support network for students.

In 2023, ACCESS Community Schools earned a six-year accreditation from the Western Association of Schools and Colleges, further affirming their commitment to educational excellence.



## 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.

## 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 February 2024. The next School Site Safety Plan review will be conducted in January 2025. 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.

## 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.

## 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

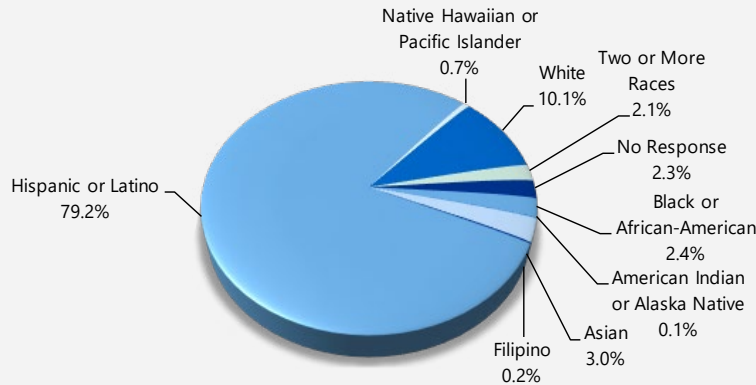


## Enrollment by Student Group

The total enrollment at the school was 1,525 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2023-24 School Year

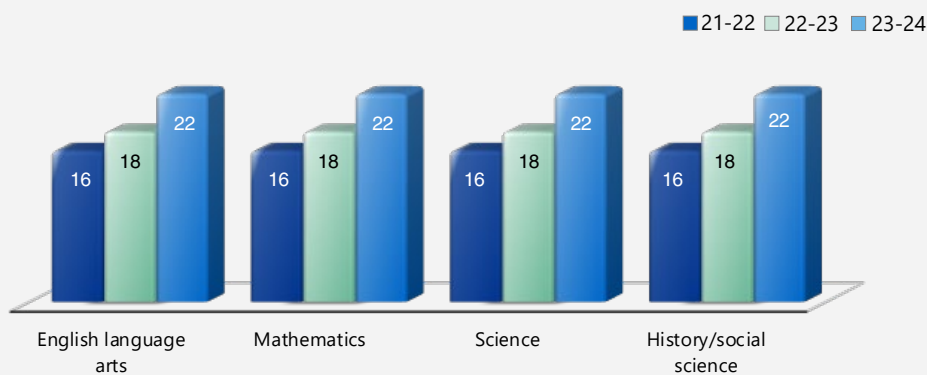


## Class Size Distribution

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

### Average Class Size

Three-Year Data



### Number of Classrooms by Size

Three-Year Data

|                        | 2021-22            |       |     | 2022-23 |       |     | 2023-24 |       |     |
|------------------------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| Subject                | Number of Students |       |     |         |       |     |         |       |     |
|                        | 1-22               | 23-32 | 33+ | 1-22    | 23-32 | 33+ | 1-22    | 21-32 | 33+ |
| English language arts  | 55                 | 11    | 4   | 51      | 9     | 8   | 46      | 9     | 15  |
| Mathematics            | 55                 | 11    | 4   | 51      | 9     | 8   | 46      | 9     | 15  |
| Science                | 55                 | 11    | 4   | 51      | 9     | 8   | 46      | 9     | 15  |
| History/social science | 55                 | 11    | 4   | 51      | 9     | 8   | 46      | 9     | 15  |

## Enrollment by Student Group

### Demographics

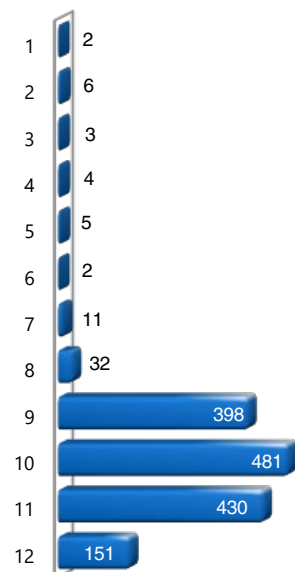
2023-24 School Year

|                                 |        |
|---------------------------------|--------|
| Female                          | 42.20% |
| Male                            | 57.30% |
| Non-Binary                      | 0.50%  |
| English learners                | 30.20% |
| Foster youth                    | 2.60%  |
| Homeless                        | 18.20% |
| Migrant                         | 0.00%  |
| Socioeconomically Disadvantaged | 92.70% |
| Students with Disabilities      | 10.40% |

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

### 2023-24 Enrollment by Grade





## 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 |       |       | OCDE  |       |       | California      |       |       |
|                            | 21-22      | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22           | 22-23 | 23-24 |
| <b>Suspension rates</b>    | 1.10%      | 3.10% | 2.40% | 1.00% | 1.60% | 1.40% | 3.20%           | 3.60% | 3.30% |
| <b>Expulsion rates</b>     | 0.00%      | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10%           | 0.10% | 0.10% |



## Suspensions and Expulsions by Student Group

| Suspensions and Expulsions by Student Group          |                  | 2023-24 School Year |
|--|------------------|---------------------|
| Student Group  | Suspensions Rate | Expulsions Rate     |
| <b>All Students</b>                                  | 2.40%            | 0.00%               |
| <b>Female</b>  | 1.50%            | 0.00%               |
| <b>Male</b>  | 3.10%            | 0.00%               |
| <b>Non-Binary</b>                                    | 0.00%            | 0.00%               |
| <b>American Indian or Alaska Native</b>              | 0.00%            | 0.00%               |
| <b>Asian</b>   | 1.10%            | 0.00%               |
| <b>Black or African American</b>                     | 2.40%            | 0.00%               |
| <b>Filipino</b>                                      | 0.00%            | 0.00%               |
| <b>Hispanic or Latino</b>                            | 2.80%            | 0.00%               |
| <b>Native Hawaiian or Pacific Islander</b>           | 0.00%            | 0.00%               |
| <b>Two or More Races</b>                             | 0.00%            | 0.00%               |
| <b>White</b>   | 0.70%            | 0.00%               |
| <b>English Learners</b>                              | 4.40%            | 0.00%               |
| <b>Foster Youth</b>                                  | 2.00%            | 0.00%               |
| <b>Homeless</b>                                      | 2.80%            | 0.00%               |
| <b>Socioeconomically Disadvantaged</b>               | 2.70%            | 0.00%               |
| <b>Students Receiving Migrant Education Services</b> | 0.00%            | 0.00%               |
| <b>Students with Disabilities</b>                    | 3.40%            | 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

#### 2023-24 School Year

##### Grade 5

| Component:                                     | %  |
|--|----|
| 1. Aerobic Capacity                            | 0% |
| 2. Abdominal Strength and Endurance            | 0% |
| 3. Trunk Extensor and Strength and Flexibility | 0% |
| 4. Upper Body Strength and Endurance           | 0% |
| 5. Flexibility                                 | 0% |

##### Grade 7

| Component:                                     | %   |
|--|-----|
| 1. Aerobic Capacity                            | 70% |
| 2. Abdominal Strength and Endurance            | 70% |
| 3. Trunk Extensor and Strength and Flexibility | 70% |
| 4. Upper Body Strength and Endurance           | 70% |
| 5. Flexibility                                 | 70% |

##### Grade 9

| Component:                                     | %   |
|--|-----|
| 1. Aerobic Capacity                            | 54% |
| 2. Abdominal Strength and Endurance            | 54% |
| 3. Trunk Extensor and Strength and Flexibility | 54% |
| 4. Upper Body Strength and Endurance           | 54% |
| 5. Flexibility                                 | 54% |



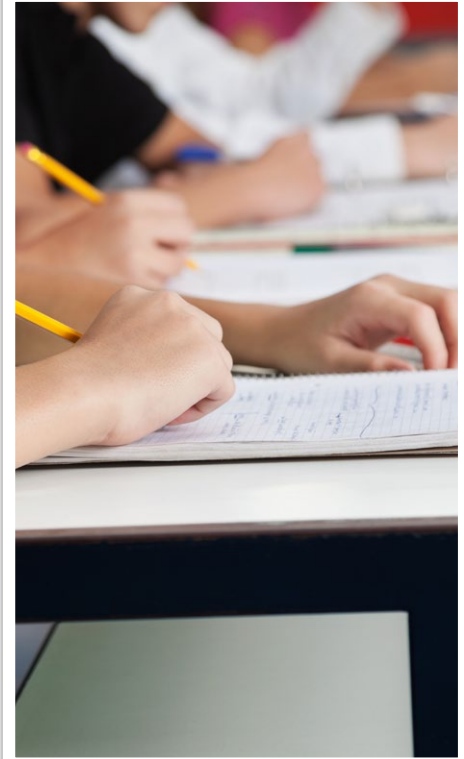


## Statewide Assessments

**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 |        |
|--|------------|-------|-------|--------|---------------|--------|
|  | ACCESS CCS |       | OCDE  |        | California    |        |
| Subject  | 22-23      | 23-24 | 22-23 | 23-24  | 22-23         | 23-24  |
| Science  | 0.00%      | 7.77% | 9.20% | 12.12% | 30.29%        | 30.73% |

## 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 |       |
|--|------------|-------|-------|-------|---------------|-------|
|  | ACCESS CCS |       | OCDE  |       | California    |       |
| Subject  | 22-23      | 23-24 | 22-23 | 23-24 | 22-23         | 23-24 |
| English language arts/literacy                             | 12%        | 20%   | 52%   | 52%   | 46%           | 47%   |
| Mathematics  | 3%         | 5%    | 39%   | 40%   | 34%           | 35%   |

## 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 |                  |               |                   |                       | 2023-24 School Year        |
|--|------------------|---------------|-------------------|-----------------------|----------------------------|
| Science  |                  |               |                   |                       |                            |
| Group  | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students   | 192              | 104           | 54.17%            | 45.83%                | 7.77%                      |
| Female   | 104              | 56            | 53.85%            | 46.15%                | 5.36%                      |
| Male   | 87               | 47            | 54.02%            | 45.98%                | 8.70%                      |
| American Indian or Alaska Native                           | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Asian  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Black or African American                                  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Filipino   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Hispanic or Latino   | 145              | 76            | 52.41%            | 47.59%                | 6.58%                      |
| Native Hawaiian or Pacific Islander                        | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Two or more races  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| White  | 24               | 12            | 50.00%            | 50.00%                | 8.33%                      |
| English Learners   | 42               | 24            | 57.14%            | 42.86%                | 0.00%                      |
| Foster Youth   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Homeless   | 34               | 15            | 44.12%            | 55.88%                | 13.33%                     |
| Military   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Socioeconomically disadvantaged                            | 167              | 93            | 55.69%            | 44.31%                | 7.53%                      |
| Students receiving Migrant Education services              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Students with Disabilities                                 | 24               | 14            | 58.33%            | 41.67%                | 7.69%                      |

❖ 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

2023-24 School Year

## English Language Arts

| Group   | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| All students                                  | 583              | 347           | 59.52%            | 40.48%                | 20.12%                     |
| Female  | 236              | 141           | 59.75%            | 40.25%                | 24.64%                     |
| Male  | 342              | 202           | 59.06%            | 40.94%                | 16.42%                     |
| American Indian or Alaska Native              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Asian   | 27               | 19            | 70.37%            | 29.63%                | 52.63%                     |
| Black or African American                     | 20               | 12            | 60.00%            | 40.00%                | 16.67%                     |
| Filipino                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Hispanic or Latino                            | 434              | 255           | 58.76%            | 41.24%                | 16.67%                     |
| Native Hawaiian or Pacific Islander           | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Two or more races                             | 27               | 16            | 59.26%            | 40.74%                | 0.00%                      |
| White   | 67               | 38            | 56.72%            | 43.28%                | 36.84%                     |
| English Learners                              | 163              | 88            | 53.99%            | 46.01%                | 0.00%                      |
| Foster Youth                                  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Homeless                                      | 139              | 75            | 53.96%            | 46.04%                | 18.92%                     |
| Military                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Socioeconomically disadvantaged               | 521              | 303           | 58.16%            | 41.84%                | 16.67%                     |
| Students receiving Migrant Education services | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Students with Disabilities                    | 75               | 49            | 65.33%            | 34.67%                | 13.04%                     |

❖ 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.

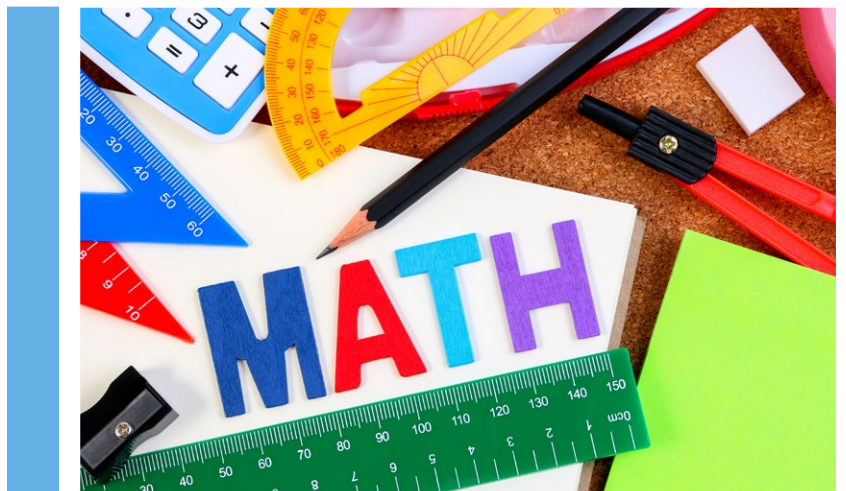
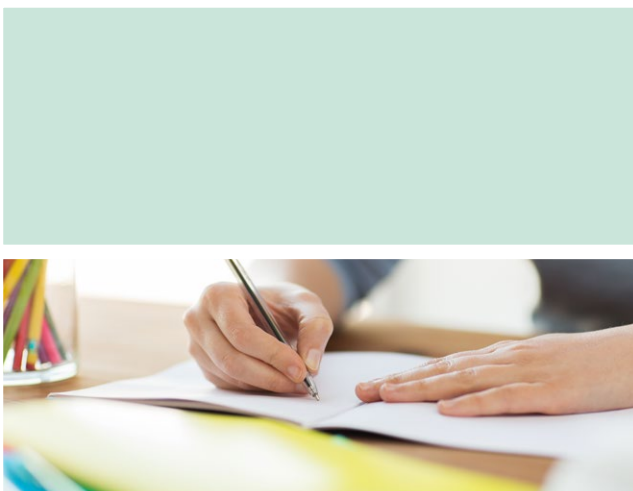




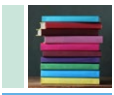
## CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)

| Percentage of Students Meeting or Exceeding State Standard |                  |               |                   |                       | 2023-24 School Year        |
|--|------------------|---------------|-------------------|-----------------------|----------------------------|
| Mathematics  |                  |               |                   |                       |                            |
| Group  | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students   | 586              | 339           | 57.85%            | 42.15%                | 4.53%                      |
| Female   | 237              | 141           | 59.49%            | 40.51%                | 2.94%                      |
| Male   | 344              | 195           | 56.69%            | 43.31%                | 5.73%                      |
| American Indian or Alaska Native                           | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Asian  | 27               | 19            | 70.37%            | 29.63%                | 26.32%                     |
| Black or African American                                  | 20               | 12            | 60.00%            | 40.00%                | 0.00%                      |
| Filipino   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Hispanic or Latino   | 437              | 249           | 56.98%            | 43.02%                | 3.29%                      |
| Native Hawaiian or Pacific Islander                        | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Two or more races  | 27               | 16            | 59.26%            | 40.74%                | 0.00%                      |
| White  | 67               | 36            | 53.73%            | 46.27%                | 5.56%                      |
| English Learners   | 164              | 88            | 53.66%            | 46.34%                | 2.30%                      |
| Foster Youth   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Homeless   | 139              | 69            | 49.64%            | 50.36%                | 4.48%                      |
| Military   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Socioeconomically disadvantaged                            | 523              | 297           | 56.79%            | 43.21%                | 4.11%                      |
| Students receiving Migrant Education services              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Students with Disabilities                                 | 76               | 49            | 64.47%            | 35.53%                | 6.52%                      |

❖ 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 Community Schools Partnership Program (CCSPP) Framework, ACCESS County Community Schools staff build trusting relationships with all educational partners and encourage family participation in a variety of ways.

Bilingual Family and Community Engagement (FACE) staff meet with families during enrollment to welcome them to the school community, invite them to engage in school activities, and contribute their skills and assets to support student success. 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.

Shared decision-making opportunities include 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

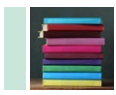
#### 2023-24 Participation

|   |     |
|---|-----|
| <b>Number of pupils participating in a CTE program</b>  | 278 |
| <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%  |

## Admission Requirements for the University of California (UC) and California State University (CSU)

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

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.



## 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    |        |        |
|                              | 21-22           | 22-23  | 23-24  | 21-22           | 22-23  | 23-24  |
| <b>ACCESS CCS</b>            | 40.80%          | 34.70% | 36.50% | 19.80%          | 18.90% | 21.80% |
| <b>OCDE</b>                  | 63.70%          | 62.70% | 60.70% | 14.50%          | 13.80% | 18.00% |
| <b>California</b>            | 87.00%          | 86.20% | 86.40% | 7.80%           | 8.20%  | 8.90%  |

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

| Graduation Rate by Student Group                     |                              |                            | 2023-24 School Year    |
|--|------------------------------|----------------------------|------------------------|
| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| <b>All Students</b>                                  | 735                          | 268                        | 36.50%                 |
| <b>Female</b>  | 323                          | 137                        | 42.40%                 |
| <b>Male</b>  | 404                          | 130                        | 32.20%                 |
| <b>Non-Binary</b>                                    | ❖                            | ❖                          | ❖                      |
| <b>American Indian or Alaska Native</b>              | ❖                            | ❖                          | ❖                      |
| <b>Asian</b>   | 31                           | 13                         | 41.90%                 |
| <b>Black or African American</b>                     | 25                           | 9                          | 36.00%                 |
| <b>Filipino</b>                                      | ❖                            | ❖                          | ❖                      |
| <b>Hispanic or Latino</b>                            | 546                          | 200                        | 36.60%                 |
| <b>Native Hawaiian or Pacific Islander</b>           | ❖                            | ❖                          | ❖                      |
| <b>Two or More Races</b>                             | 17                           | 6                          | 35.30%                 |
| <b>White</b>   | 94                           | 31                         | 33.00%                 |
| <b>English Learners</b>                              | 226                          | 82                         | 36.30%                 |
| <b>Foster Youth</b>                                  | 42                           | 18                         | 42.90%                 |
| <b>Homeless</b>                                      | 255                          | 97                         | 38.00%                 |
| <b>Socioeconomically Disadvantaged</b>               | 703                          | 258                        | 36.70%                 |
| <b>Students Receiving Migrant Education Services</b> | ❖                            | ❖                          | ❖                      |
| <b>Students with Disabilities</b>                    | 97                           | 37                         | 38.10%                 |

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                           |    |
|--|----|
| 2023-24 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

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](http://www.calstate.edu/admission/admission.shtml).

| UC/CSU Admission  |       |
|---|-------|
| ACCESS CCS  |       |
| 2022-23 and 2023-24 School Years  |       |
| <b>Percentage of students enrolled in courses required for UC/CSU admission in 2023-24</b>        | 0.00% |
| <b>Percentage of graduates who completed all courses required for UC/CSU admission in 2022-23</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, 2024.

### Textbooks and Instructional Materials List

**2024-25 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

**2023-24 School Year**

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 2,918                 | 2,568                                   | 1,488                     | 57.90%                   |
| Female  | 1,160                 | 1,033                                   | 603                       | 58.40%                   |
| Male  | 1,743                 | 1,520                                   | 872                       | 57.40%                   |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.00%                    |
| American Indian or Alaska Native              | 0                     | 0                                       | 0                         | 0.00%                    |
| Asian   | 94                    | 85                                      | 45                        | 52.90%                   |
| Black or African American                     | 84                    | 69                                      | 34                        | 49.30%                   |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.00%                    |
| Hispanic or Latino                            | 2,303                 | 2,031                                   | 1,187                     | 58.40%                   |
| Native Hawaiian or Pacific Islander           | 15                    | 14                                      | 5                         | 35.70%                   |
| Two or More Races                             | 57                    | 53                                      | 31                        | 58.50%                   |
| White   | 289                   | 251                                     | 146                       | 58.20%                   |
| English Learners                              | 911                   | 797                                     | 497                       | 62.40%                   |
| Foster Youth                                  | 100                   | 78                                      | 56                        | 71.80%                   |
| Homeless                                      | 602                   | 553                                     | 391                       | 70.70%                   |
| Socioeconomically Disadvantaged               | 2,623                 | 2,322                                   | 1,359                     | 58.50%                   |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.00%                    |
| Students with Disabilities                    | 295                   | 257                                     | 150                       | 58.40%                   |

## 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

**2024-25 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

**2024-25 School Year**

|                      |          |
|----------------------|----------|
| Data collection date | 8/2/2024 |
|----------------------|----------|

## Quality of Textbooks

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

### Quality of Textbooks

**2024-25 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   |               | 2024-25 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>  | Exemplary     |                     |
| <b>Date of the most recent FIT report</b>  | 10/4/2024     |                     |

## 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.

## 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

|         |   |
|---------|---|
| 2022-23 | 3 |
| 2023-24 | 3 |
| 2024-25 | 3 |

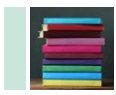
## Public Internet Access

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 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

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%        |

| Teacher Preparation and Placement  |               |                |                 |                  | 2022-23 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> | 43.0          | 60.6%          | 444.8           | 72.2%            | 231,142.4           | 83.2%         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.0           | 0.0%           | 9.3             | 1.5%             | 5,566.4             | 2.0%          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 0.0           | 0.0%           | 47.2            | 7.7%             | 14,938.3            | 5.4%          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 28.0          | 39.4%          | 75.7            | 12.3%            | 11,746.9            | 4.2%          |
| <b>Unknown</b>   | 0.0           | 0.0%           | 39.3            | 6.4%             | 14,303.8            | 5.2%          |
| <b>Total Teaching Positions</b>  | 71.0          | 100.0%         | 616.5           | 100.0%           | 277,697.8           | 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/calpadsupdf1ash201.asp>.

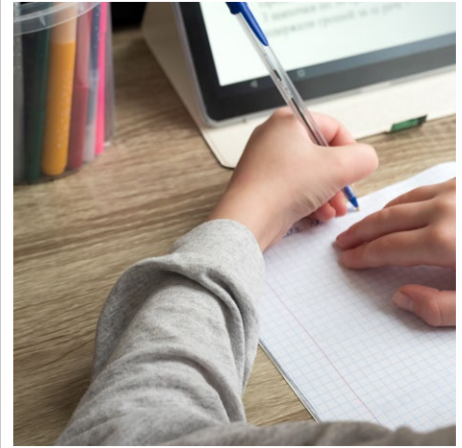
For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. 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              |         | Three-Year Data |         |
|--|---------|-----------------|---------|
| Authorization/Assignment                                     | 2020-21 | 2021-22         | 2022-23 |
| Permits and Waiver   | 0.0     | 0.0             | 0.0     |
| Misassignments   | 0.0     | 1.0             | 0.0     |
| Vacant Positions   | 0.0     | 0.0             | 0.0     |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.0     | 1.0             | 0.0     |



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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            |         | Three-Year Data |         |
|--|---------|-----------------|---------|
| Indicator  | 2020-21 | 2021-22         | 2022-23 |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0     | 0.0             | 0.0     |
| Local Assignment Options                               | 29.0    | 30.0            | 28.0    |
| <b>Total Out-of-Field Teachers</b>                     | 29.0    | 30.0            | 28.0    |

## Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

| Class Assignments  |         | Three-Year Data |         |
|--|---------|-----------------|---------|
| Indicator  | 2020-21 | 2021-22         | 2022-23 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.0%    | 1.4%            | 0.0%    |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0%    | 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

#### 2023-24 School Year

|   | Ratio |
|---|-------|
| Pupils to Academic counselors                                 | 191:1 |
| Support Staff   | FTE   |
| Counselor (academic, social/behavioral or career development) | 7.00  |
| Library media teacher (librarian)                             | 0.00  |
| Library media services staff (paraprofessional)               | 2.00  |
| Psychologist  | 4.20  |
| Social worker   | 4.10  |
| Nurse   | 2.50  |
| Speech/language/hearing specialist                            | 1.36  |
| Resource specialist (nonteaching)                             | 8.33  |



## Financial Data

The financial data displayed in this SARC is from the 2022-23 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                                   |      | 2022-23 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                    |  | 2022-23 Fiscal Year           |
|--|--|-------------------------------|
|  | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| ACCESS CCS                                   | \$23,335   | \$147,074                     |
| OCDE   | \$14,711   | \$147,509                     |
| California                                   | \$10,771   | ◆                             |
| School and district: percentage difference   | +58.6%   | -0.3%                         |
| School and California: percentage difference | +116.6%  | ◆                             |

✱ 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 December 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                            |           |
|--|-----------|
| 2022-23 Fiscal Year                              |           |
| Total expenditures per pupil                     | \$23,335  |
| Expenditures per pupil from restricted sources   | \$0       |
| Expenditures per pupil from unrestricted sources | \$23,335  |
| Annual average teacher salary                    | \$147,074 |



## 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

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