Orange County Department of Education

SARC

2023-24

School Accountability Report Card
Published in 2024-25

ACCESS Juvenile Hall

Grades K-12
CDS Code 30-10306-3030426

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www.ocde.us/ACCESS/Pages/Correctional-Education.aspx

Principal's Message

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

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

We provide support services to enable students to learn appropriate behavior and pro-social skills.

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

Juvenile Hall and the other institutional schools received a six-year accreditation from the Western Association of Schools and Colleges in the spring of 2023.

All ACCESS programs come under one of four categories: ACCESS County Community (ACC), ACCESS Juvenile Hall (AJH) court schools, Orange County Community School (OCCS), and College and Career Preparatory Academy (CCPA). Programs are supported by student support services such as special education, categorical support (in the form of Title I and other grant programs) to serve institutions, group homes and community schools.

Correctional Education serves students whose delinquent behavior has resulted in judicial system restrictions, such as incarceration or probation. Federal and Student Support Services are integral to ACCESS programs, providing a wide range of specialized personnel, including counselors, psychologists, special education staff, Title I support, group home tutors, and transition specialists.

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 January 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 School Site Safety Plan include, but are not limited to, board policies, safe school strategies and programs, crisis-response procedures and threat-assessment protocols. We have institutions work with probation to assign individuals their duties in the event of a crisis and establish what lines of communication will be used to contact each other and the public. Probation is tasked with conducting regular safety drills and 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 safe school plans customized to address their specific needs. Site-specific safe school plans are kept at the sites and the administrative offices. The Safe and Healthy Coordinator has established Safety Committee meetings with the three Juvenile Institutions and the Safety Committee currently meets on a monthly basis. These meetings are intended to review policies and procedures for fire, earthquake and emergency situations in a collaborative effort with Orange County Department of Education and Probation staff.

School Accountability Report Card

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

District Mission Statement

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

District Vision Statement

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

Orange County Board of Education

Jorge Valdes, Esq., 1st District

Mari Barke, 2nd District

Dr. Ken L. Williams, 3rd District

Tim Shaw, 4th District
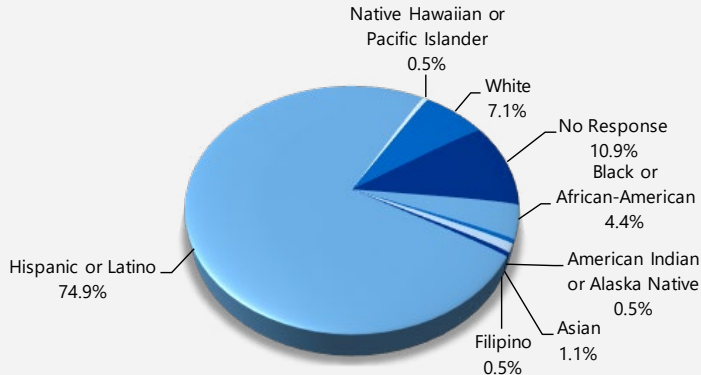
Lisa Sparks, Ph.D., 5th District

Enrollment by Student Group

The total enrollment at the school was 183 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2023-24 School Year

Native Hawaiian or Pacific Islander 0.5%
White 7.1%
No Response 10.9%
Black or African-American 4.4%
American Indian or Alaska Native 0.5%
Hispanic or Latino 74.9%
Filipino 0.5%
Asian 1.1%

Enrollment by Student Group

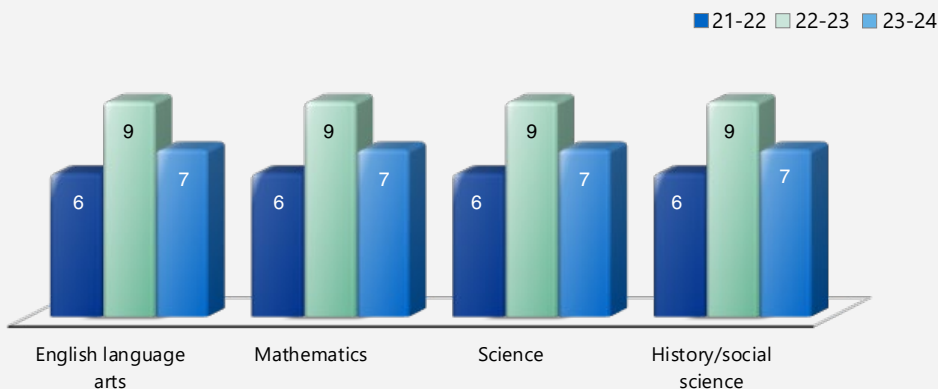| Demographics	
2023-24 School Year	
Female	13.20%
Male	86.80%
Non-Binary	0.00%
English learners	44.00%
Foster youth	16.50%
Homeless	7.70%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	37.90%

Class Size Distribution

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

Average Class Size — Three-Year Data

Legend: 21-22, 22-23, 23-24

Subject	21-22	22-23	23-24
English language arts	6	9	7
Mathematics	6	9	7
Science	6	9	7
History/social science	6	9	7

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

Grade	Enrollment
1	1
7	4
8	8
9	61
10	58
11	34
12	17

Number of Classrooms by Size — Three-Year Data

Subject	2021-22			2022-23			2023-24		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	25	1		24	2	1	10		
Mathematics	25	1		24	2	1	10		
Science	25	1		24	2	1	10		
History/social science	25	1		24	2	1	10		
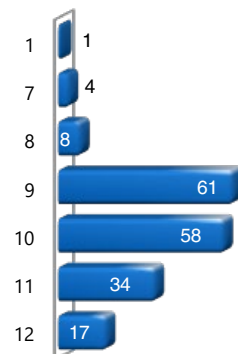
Suspensions and Expulsions

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 JH			OCDE			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	0.00%	0.00%	1.80%	1.00%	1.60%	1.40%	3.20%	3.60%	3.30%
Expulsion rates	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**
All Students	1.80%	0.00%
Female	1.10%	0.00%
Male	2.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.90%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.60%	0.00%
English Learners	1.50%	0.00%
Foster Youth	0.50%	0.00%
Homeless	5.10%	0.00%
Socioeconomically Disadvantaged	1.80%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.90%	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.

| 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**	86%
2. **Abdominal Strength and Endurance**	86%
3. **Trunk Extensor and Strength and Flexibility**	86%
4. **Upper Body Strength and Endurance**	86%
5. **Flexibility**	86%
Grade 9	
Component:	**%**
1. **Aerobic Capacity**	49%
2. **Abdominal Strength and Endurance**	49%
3. **Trunk Extensor and Strength and Flexibility**	49%
4. **Upper Body Strength and Endurance**	49%
5. **Flexibility**	49%

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).
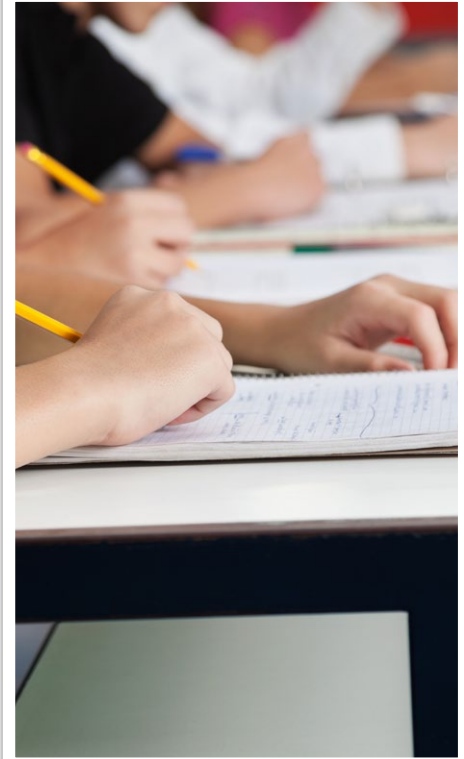
CAASPP Test Results in Science for All Students

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 JH		OCDE		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
Science	0.00%	0.00%	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 JH		OCDE		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	3%	5%	52%	52%	46%	47%
Mathematics	0%	0%	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	26	23	88.46%	11.54%	0.00%
Female	❖	❖	❖	❖	❖
Male	20	17	85.00%	15.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	22	20	90.91%	9.09%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	14	13	92.86%	7.14%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	24	21	87.50%	12.50%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	13	92.86%	7.14%	0.00%

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

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

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	75	66	88.00%	12.00%	4.55%
Female	❖	❖	❖	❖	❖
Male	65	58	89.23%	10.77%	3.45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	60	54	90.00%	10.00%	3.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	35	31	88.57%	11.43%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	69	61	88.41%	11.59%	4.92%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	33	89.19%	10.81%	0.00%

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

CAASPP Test Results by Student Group: 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	75	66	88.00%	12.00%	0.00%
Female	❖	❖	❖	❖	❖
Male	65	58	89.23%	10.77%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	60	54	90.00%	10.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	34	30	88.24%	11.76%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	69	61	88.41%	11.59%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	33	89.19%	10.81%	0.00%

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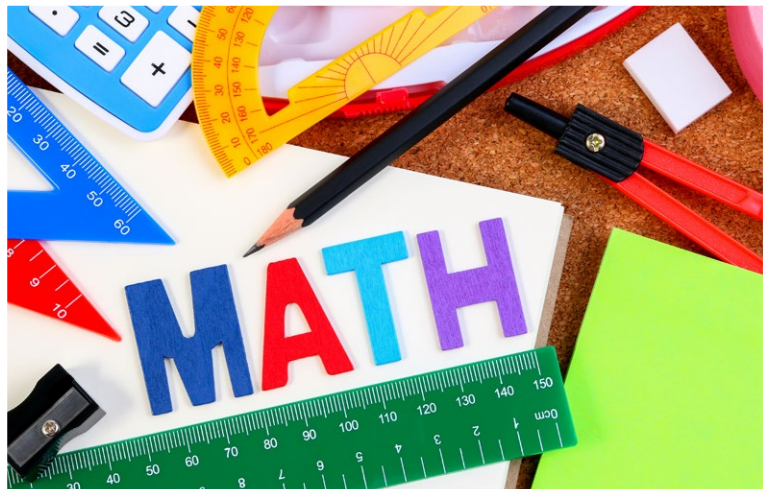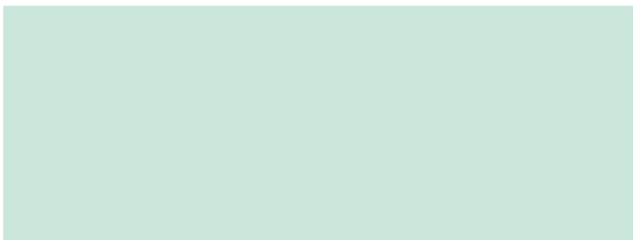
Career Technical Education Programs

Students at Rio Contiguo and the Juvenile Hall 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 Rio Contiguo provide students with hands-on learning opportunities to explore their interests in high-demand career fields and develop college and career readiness skills. A two-year Building and Construction Trades pathway has been developed at the Juvenile Hall. The ACCESS program plans to work with OC Pathways to seek articulation agreements for their alternative education courses in the Building and Construction Trades pathways. Paid internship opportunities within the Building and Construction Trades pathway are to be explored with regional partners for ACCESS students. All CTE courses offered are assigned to CTE credentialed teachers. CTE standards-aligned curriculum and materials are adapted and differentiated to be accessible to all student populations.

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)

Next steps include the integration of additional relevant industry-recognized certification in Building and Construction pathway.

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 and 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 improve access and equity in outcomes for all students.

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Parental Involvement

Research tells us that family engagement in schools makes a big difference. When schools, families and communities work together, student achievement increases. Working together with our Probation and community-based educational partners, ACCESS Juvenile Hall Schools staff build trusting relationships with families and welcome and encourage their participation in a variety of ways.

Bilingual Family Community Liaisons reach out to all families as soon as a student is enrolled in classes to learn about their strengths and needs, link them to resources in the community, and provide ongoing support. School counselors and Transition Specialists communicate regularly with families regarding their child's academic needs and progress, college and career goals, and transition plan.

Semi-annual events such as Open House cover a wide range of information, including graduation requirements, assessment, curriculum and instruction, college and career readiness, and student health and safety-related topics. Virtual question and answer sessions are also conducted monthly to allow families to connect with school staff.

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.

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

Parents, school personnel, and Probation staff may be elected to serve on the School Site Council, District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC), and may participate in the Local Control Accountability Plan (LCAP) Advisory Committee.

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 JH	
2023-24 Participation	
Number of pupils participating in a CTE program	29
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%

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
ACCESS JH	13.90%	32.40%	26.90%	48.60%	37.10%	56.50%
OCDE	63.70%	62.70%	60.70%	14.50%	13.80%	18.00%
California	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**
All Students	108	29	26.90%
Female	18	3	16.70%
Male	90	26	28.90%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	80	23	28.80%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	52	16	30.80%
Foster Youth	24	5	20.80%
Homeless	37	12	32.40%
Socioeconomically Disadvantaged	108	29	26.90%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	45	12	26.70%

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	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	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.

UC/CSU Admission	
ACCESS JH	
2022-23 and 2023-24 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2023-24	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2022-23	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	934	472	41	8.70%
Female	187	80	24	30.00%
Male	743	390	17	4.40%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	18	❖	❖	❖
Black or African American	69	29	4	13.80%
Filipino	0	0	0	0.00%
Hispanic or Latino	674	358	32	8.90%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	0	0	0	0.00%
White	62	30	3	10.00%
English Learners	345	202	12	5.90%
Foster Youth	196	104	28	26.90%
Homeless	59	37	2	5.40%
Socioeconomically Disadvantaged	934	472	41	8.70%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	279	184	16	8.70%

❖ 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.

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.

School Facility Good Repair Status	2024-25 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	Good
Date of the most recent FIT report	10/4/2024

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2024-25 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Plan to have classrooms painted.	Fall 2024

School Facilities

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

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

Juvenile Hall education facilities consist of a library, athletic fields, basketball courts, handball courts, gymnasium, 18 classrooms and two classrooms inside the juvenile hall residential units. There are no portables. The facilities are more than sufficient to meet the needs of the educational program. All of these facilities and areas are maintained by the Probation Department. Administrators for the school complete work orders for any school repairs and submit to the Probation Department staff on-site.

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

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

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

School Facilities

Continued from left

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

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

Any exterior maintenance and repairs such as plumbing or electrical, roof replacement, driveway, parking lots, sidewalks, mechanical, major utility systems, and HVAC systems are the responsibility of the Probation Department.

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

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.
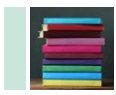
Teacher Preparation and Placement

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	64.2%	369.2	67.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	2.0	0.4%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	62.9	11.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.0	35.8%	79.8	14.5%	12,115.8	4.4%
Unknown	0.0	0.0%	37.0	6.7%	18,854.3	6.9%
Total Teaching Positions	33.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.0	60.6%	432.3	71.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	8.3	1.4%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	26.7	4.4%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13.0	39.4%	81.2	13.4%	11,953.1	4.3%
Unknown	0.0	0.0%	58.9	9.7%	15,831.9	5.7%
Total Teaching Positions	33.0	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.0	67.7%	444.8	72.2%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.3	1.5%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	47.2	7.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.0	32.3%	75.7	12.3%	11,746.9	4.2%
Unknown	0.0	0.0%	39.3	6.4%	14,303.8	5.2%
Total Teaching Positions	31.0	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/calpadsupdflash201.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	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	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	1.0	0.0
Local Assignment Options	12.0	12.0	10.0
Total Out-of-Field Teachers	12.0	13.0	10.0

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%	0.0%	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/calpadsupdflash201.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	92:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	1.00
Psychologist	4.20
Social worker	0.76
Nurse	0.50
Speech/language/hearing specialist	0.22
Resource specialist (nonteaching)	1.33

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. 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		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 JH	$29,104	$148,742
OCDE	$14,711	$147,509
California	$10,771	◈
School and district: percentage difference	+97.8%	+0.8%
School and California: percentage difference	+170.2%	◆

✪ 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.

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.

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	$29,104
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$29,104
Annual average teacher salary	$148,742

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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