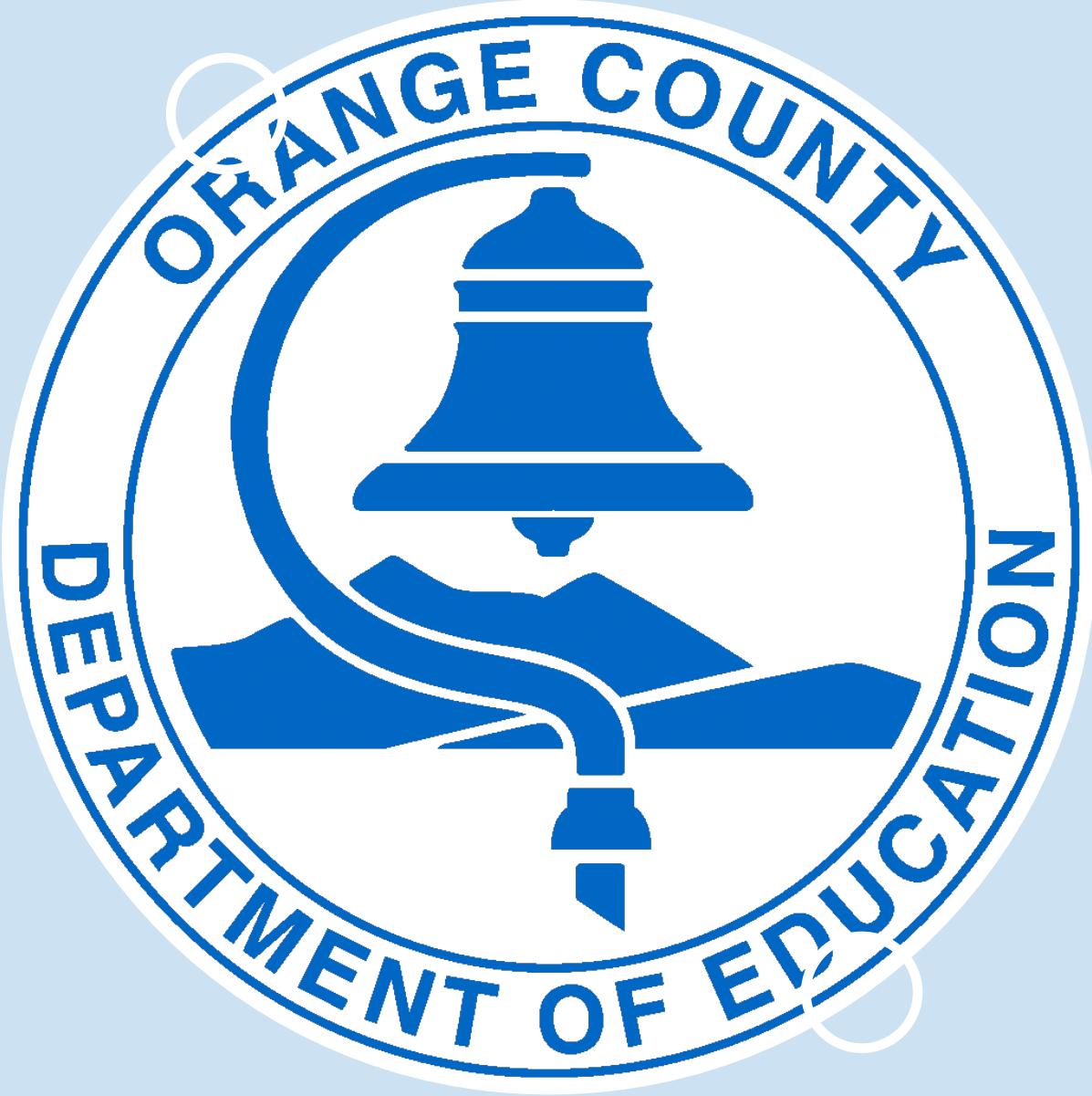


ACCESS County Community School
601 S. Lewis Street Orange, CA 92868 ▪ www.ocde.us
Maria Martinez-Poulin, Associate Superintendent ▪ mpoulin@ocde.us ▪ (714) 245-6721
Grades K-12 ▪ CDS Code 30-10306-3030764



Orange County Department of Education
200 Kalmus Drive Costa Mesa, CA 92626 ▪ www.ocde.us
Dr. Stefan Bean, Superintendent ▪ sbean@ocde.us ▪ (714) 966-4000

Associate Superintendent's Message

At ACCESS (Alternative, Community, and Correctional Education Schools and Services), we envision a future where every student is empowered with intelligent hearts and compassionate minds—prepared to thrive academically, socially, and emotionally in a rapidly changing world.

ACCESS 2030 reflects our collective commitment to providing transformative educational opportunities that give students a second chance to discover personal meaning and academic purpose. Through equitable access, personalized learning, and caring relationships, we open doors to possibility and inspire hope for brighter futures.

Our programs—spanning Juvenile Court, Community, and Alternative Education—are designed to meet students where they are and guide them toward success. Using proven instructional strategies such as directed study, differentiated instruction, and mastery learning, we help students achieve proficiency in literacy and other core competencies while building critical thinking, problem-solving, and decision-making skills.

At the heart of ACCESS is the belief that relationships change lives. Strong connections between students and staff foster belonging, respect, and self-confidence, helping each learner develop positive behaviors, self-awareness, and community responsibility. Individual Learning Plans (ILPs) guide students in setting goals, building new skills, and applying learning beyond the classroom.

ACCESS celebrates the cultural diversity of Orange County, promoting understanding, inclusivity, and respect among all members of our learning community. Our comprehensive programs—ACCESS County Community (ACC), ACCESS Juvenile Hall (AJH), Orange County Community School (OCCS), and the College and Career Preparatory Academy (CCPA)—are supported by a dedicated network of educators, counselors, psychologists, and specialists who ensure that every student receives the care and guidance needed to succeed.

As we look toward 2030, ACCESS remains steadfast in its mission to provide second chances and open pathways to success—nurturing learners who lead with intelligence, compassion, and purpose.

School Mission Statement

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

School Vision Statement

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

Parental Involvement

Research tells us that family engagement in schools makes a big difference. When schools, families, and communities work together, student achievement increases. Following the California Dual Capacity Framework, ACCESS Community Schools seek to build relationships with all educational partners and encourage family participation in a variety of ways. Bilingual Family Community Liaisons reach out to all families as soon as a student is enrolled to build trust and connect them to school and community resources to support their child's education. 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. 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, college and career readiness, and resources for supporting their child's education at home.

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. These workshops address a variety of topics, such as adolescent development, substance use prevention, mental health and wellness, social media and cyberbullying, and family communication strategies. Resource Fairs provide another avenue for families to meet with school staff and connect with community partners in person. Interpretation in Spanish is provided at all parent workshops, meetings, and events.

Parents may participate in school decision-making by serving on the District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC), School Site Council, and Local Control Accountability Plan (LCAP) Advisory Committees. Other volunteer and leadership opportunities include serving on events planning committees, assisting with parent outreach, participating in workshops and conferences, and assisting in the Family Connection Centers and School Pantries. 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 family engagement opportunities, please contact Wendy Rogan, Coordinator, Family & Community Engagement at (714) 836-1563.

School Accountability Report Card

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

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

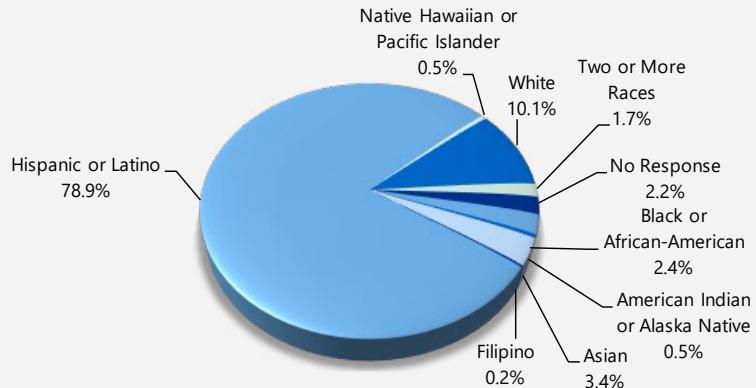
Lisa Sparks, Ph.D., 5th District



Enrollment by Student Group

The total enrollment at the school was 1,315 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

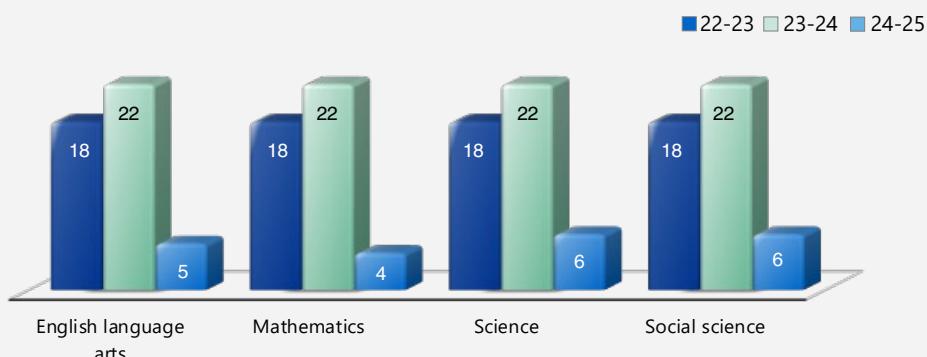
Demographics (2024-25 School Year)



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)

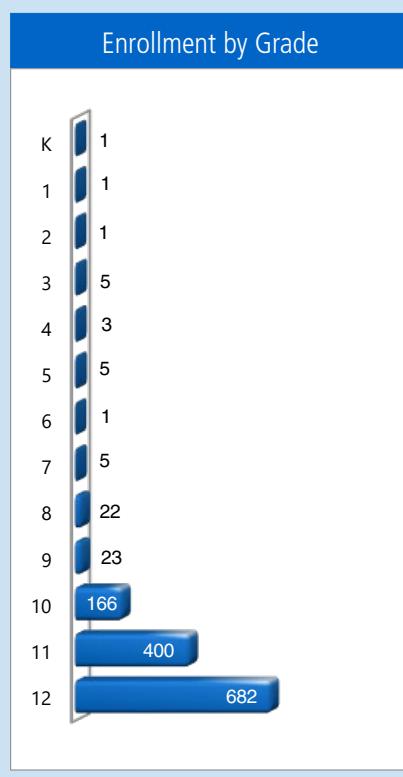
Subject	2022-23			2023-24			2024-25		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	51	9	8	46	9	15	54		
Mathematics	51	9	8	46	9	15	51		
Science	51	9	8	46	9	15	36		
Social science	51	9	8	46	9	15	33		

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	40.70%
Male	58.90%
Non-Binary	0.40%
English Learners	27.60%
Foster Youth	2.30%
Homeless	19.80%
Migrant	0.00%
Socioeconomically Disadvantaged	86.80%
Students with Disabilities	11.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.



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.

Suspension and Expulsion Rates (Three-Year Data)									
	ACCESS CCS			OCDE			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	3.10%	2.40%	1.80%	1.60%	1.40%	0.90%	3.60%	3.30%	2.90%
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 (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.80%	0.00%
Female	1.00%	0.00%
Male	2.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.70%	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	2.00%	0.00%
White	0.40%	0.00%
English Learners	2.40%	0.00%
Foster Youth	3.50%	0.00%
Homeless	1.90%	0.00%
Socioeconomically Disadvantaged	1.90%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.20%	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	
2024-25 School Year	
Grade 5	
Component:	%
1. Aerobic Capacity	94%
2. Abdominal Strength and Endurance	94%
3. Trunk Extensor and Strength and Flexibility	94%
4. Upper Body Strength and Endurance	94%
5. Flexibility	94%
Grade 7	
Component:	%
1. Aerobic Capacity	78%
2. Abdominal Strength and Endurance	78%
3. Trunk Extensor and Strength and Flexibility	78%
4. Upper Body Strength and Endurance	78%
5. Flexibility	78%
Grade 9	
Component:	%
1. Aerobic Capacity	65%
2. Abdominal Strength and Endurance	65%
3. Trunk Extensor and Strength and Flexibility	65%
4. Upper Body Strength and Endurance	65%
5. Flexibility	65%

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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).

Subject	ACCESS CCS		OCDE		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	7.77%	8.00%	12.12%	11.11%	30.73%	32.33%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3—Alternate) 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 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.

Subject	ACCESS CCS		OCDE		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	20%	14%	52%	53%	46%	48%
Mathematics	5%	3%	40%	42%	34%	37%

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	436	301	69.04%	30.96%	8.00%
Female	180	129	71.67%	28.33%	6.98%
Male	255	171	67.06%	32.94%	8.24%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.00%	0.00%	25.00%
Black or African American	11	8	72.73%	27.27%	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	338	236	69.82%	30.18%	5.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	17	14	82.35%	17.65%	7.14%
White	45	20	44.44%	55.56%	20.00%
English Learners	108	77	71.30%	28.70%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	99	64	64.65%	35.35%	6.25%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	389	269	69.15%	30.85%	5.97%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	60	46	76.67%	23.33%	8.70%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

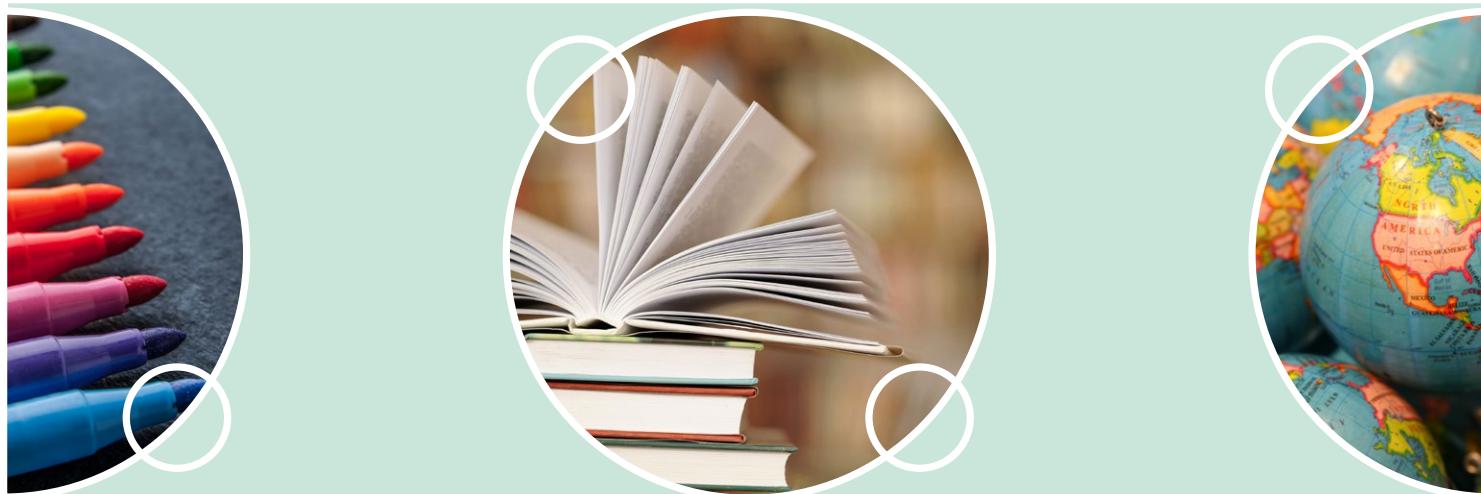


CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	575	433	75.30%	24.70%	13.69%
Female	233	178	76.39%	23.61%	17.05%
Male	339	254	74.93%	25.07%	11.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	17	80.95%	19.05%	23.53%
Black or African American	21	17	80.95%	19.05%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	458	347	75.76%	24.24%	12.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	24	15	62.50%	37.50%	20.00%
White	47	34	72.34%	27.66%	29.41%
English Learners	169	132	78.11%	21.89%	2.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	113	83	73.45%	26.55%	14.46%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	498	381	76.51%	23.49%	12.66%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	83	64	77.11%	22.89%	12.50%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	575	417	72.52%	27.48%	3.13%
Female	233	165	70.82%	29.18%	3.03%
Male	339	251	74.04%	25.96%	3.20%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	17	80.95%	19.05%	5.88%
Black or African American	21	17	80.95%	19.05%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	458	334	72.93%	27.07%	2.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	24	15	62.50%	37.50%	13.33%
White	47	31	65.96%	34.04%	3.23%
English Learners	169	123	72.78%	27.22%	2.44%
Foster Youth	❖	❖	❖	❖	❖
Homeless	113	82	72.57%	27.43%	2.44%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	498	365	73.29%	26.71%	2.47%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	83	63	75.90%	24.10%	6.35%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Career Technical Education Programs

ACCESS students participate in Career Technical Education (CTE) programs aligned with California's Model Curriculum Standards (Education Code Section 51226). These programs provide hands-on learning experiences designed to prepare students for college, career, and community success.

ACCESS offers courses in the following industry sectors: Arts, Media, and Entertainment; Information and Communication Technologies; Hospitality, Tourism, and Recreation; Education, Child Development, and Family Services; Health Science and Medical Technology; and Finance and Business. All courses are taught by CTE-credentialed teachers using standards-aligned curriculum designed to ensure equity and access for all students.

CTE sequences include district-led and ROP-supported courses such as Digital Design and Production (Arts, Media, and Entertainment), Culinary Arts and Food Service (Hospitality and Tourism), Cybersecurity Foundations (ICT), and Drone Flight and Maintenance (Transportation).

Students engage in work-based learning experiences through mentorships, internships, and partnerships with local businesses and the Orange County Department of Education (OCDE). Industry-recognized certifications include ServSafe Food Handler, Express Employment Professionals Career Preparedness, Southwest Airlines Professional Communications, Texas Tech Personal Financial Literacy, Cybersecurity through Cyber-Forward, and Spyder 3D Digital Media Equipment Certification in the Arts, Media, and Entertainment sector.

ACCESS participates in the OCDE Career and Technical Education Partnership (CTEP) advisory committees, represented by the Coordinator of Career Technical Education Programs. Advisory industries include Arts, Media, and Entertainment; Health Science; ICT; Education; Hospitality; and Business.

ACCESS continues to expand district-led CTE programming, strengthen industry partnerships, and ensure equitable access to high-quality CTE opportunities for all students.

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2,553	2,262	1,273	56.30%
Female	977	873	501	57.40%
Male	1,566	1,380	767	55.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	11	❖	❖	❖
Asian	85	75	39	52.00%
Black or African American	78	65	32	49.20%
Filipino	❖	❖	❖	❖
Hispanic or Latino	2,006	1,782	1,015	57.00%
Native Hawaiian or Pacific Islander	11	❖	❖	❖
Two or More Races	51	44	26	59.10%
White	242	217	120	55.30%
English Learners	741	659	400	60.70%
Foster Youth	86	72	55	76.40%
Homeless	527	475	315	66.30%
Socioeconomically Disadvantaged	2,255	2,003	1,136	56.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	322	285	155	54.40%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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	
2024-25 Participation	
Number of pupils participating in a CTE program	233
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

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	
2024-25 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

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		
	22-23	23-24	24-25	22-23	23-24	24-25
ACCESS CCS	34.70%	36.50%	44.10%	18.90%	21.80%	21.90%
OCDE	62.70%	60.70%	67.50%	13.80%	18.00%	15.10%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

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

Graduation Rate by Student Group (2024-25 School Year)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	631	278	44.10%
Female	257	124	48.20%
Male	370	154	41.60%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	19	9	47.40%
Black or African American	25	12	48.00%
Filipino	❖	❖	❖
Hispanic or Latino	470	205	43.60%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	16	5	31.30%
White	73	33	45.20%
English Learners	180	80	44.40%
Foster Youth	33	15	45.50%
Homeless	211	94	44.50%
Socioeconomically Disadvantaged	605	268	44.30%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	103	42	40.80%

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>.

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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>.

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

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024-25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2024-25 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
ACCESS CCS	
2024-25 School Year	
Percentage of students enrolled in courses required for UC/CSU admission	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission	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 6, 2025.

Textbooks and Instructional Materials List (2025-26 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.

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 (2025-26 School Year)	
ACCESS CCS	Percentage Lacking
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%

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.

Quality of Textbooks

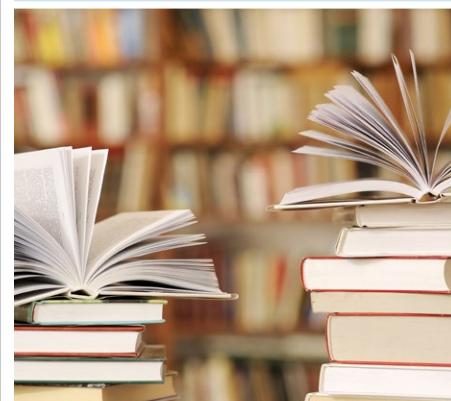
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2025-26 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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	
2025-26 School Year	
Data collection date	8/6/2025



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.

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 (2025-26 School Year)	
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	8/15/2025

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.

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2023-24	3
2024-25	3
2025-26	3

School Safety

The ACCESS School Site Safety Plan is updated annually; the last review took place in October 2025. The next School Site Safety Plan review will be conducted in June 2026. 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.

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 (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)	47.0	60.3%	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)	1.0	1.3%	26.7	4.4%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	30.0	38.5%	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	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.0	60.6%	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)	28.0	39.4%	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	71.0	100.0%	616.5	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	39.0	54.2%	501.0	73.1%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.0	1.3%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.0	5.6%	39.7	5.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	28.0	38.9%	97.0	14.2%	12,112.8	4.3%
Unknown	1.0	1.4%	38.6	5.6%	13,705.8	4.9%
Total Teaching Positions	72.0	100.0%	685.5	100.0%	278,927.1	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 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	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	1.0	0.0	4.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0	4.0



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	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	30.0	28.0	28.0
Total Out-of-Field Teachers	30.0	28.0	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	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4%	0.0%	5.7%
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%	1.3%

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	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	508:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	3.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2023-24 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 (2023-24 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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
ACCESS CCS	\$18,913	\$154,122
OCDE	\$12,356	\$156,612
California	\$11,146	◊
School and district: percentage difference	+53.1%	-1.6%
School and California: percentage difference	+69.7%	◆

⊕ 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 contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 2025.

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.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$18,913
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$18,913
Annual average teacher salary	\$154,122

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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