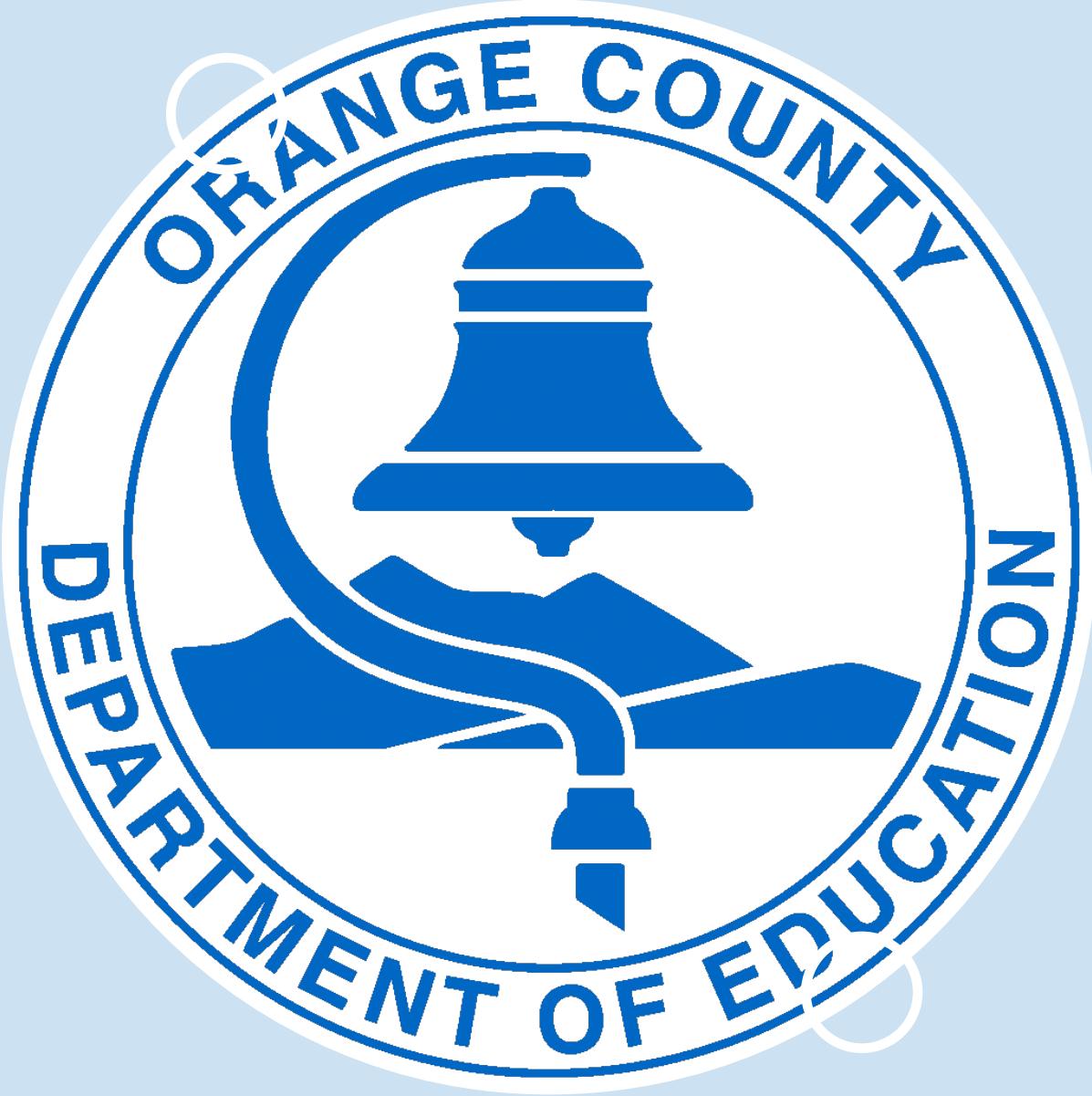


ACCESS Juvenile Hall

331 City Drive South Orange, CA 92868 ▪ www.ocde.us/ACCESS/Pages/Correctional-Education.aspx

Dave Connor, Principal ▪ DConnor@ocde.us ▪ (714) 935-7651

Grades K-12 ▪ CDS Code 30-10306-3030426



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

Principal's Message

The ACCESS (Alternative, Community, and Correctional Education Schools and Services) programs offer educational options throughout the year. Their curricula are aligned with local district standards as well as the California Standards and Frameworks. Utilizing a variety of effective learning strategies—such as directed study, differentiated instruction, and mastery learning—students are prepared to achieve proficiency in literacy.

Teachers are encouraged to incorporate critical-thinking, problem-solving, and decision-making skills into their lessons, working with students either individually or in groups. The key to success lies in personalized learning plans and meaningful interactions between students and staff, who focus on each student with care, concern, and guidance. This supportive relationship fosters positive school experiences.

Students are encouraged to show respect for themselves and others, develop good work habits, and cultivate a sense of personal and community responsibility within a positive learning environment. We offer support services to help students learn appropriate behaviors and pro-social skills, assisting them in transferring these skills to situations outside of school.

The diverse demographics of Orange County help promote respect for multiple cultures among teachers and students. In spring 2023, juvenile hall and other institutional schools received a six-year accreditation from the Western Association of Schools and Colleges.

All ACCESS programs are categorized into four groups: ACCESS County Community (ACC), ACCESS Juvenile Hall (AJH) court schools, Orange County Community School (OCCS), and College and Career Preparatory Academy (CCPA). These programs are supported by student support services, including special education, categorical support (such as Title I and other grants), serving institutions, group homes, and community schools.

Correctional Education serves students whose delinquent behavior has resulted in restrictions from the judicial system, such as incarceration or probation. Federal and Student Support Services are vital components of ACCESS, 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.

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 Juvenile Hall Schools seek to build relationships with all educational partners and welcome and encourage family participation in a variety of ways.

Parent engagement activities are coordinated with Probation, the Orange County Health Care Agency, and other educational partners. A Bilingual Family Community Liaison reaches 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. School counselors and Transition Specialists communicate regularly with families regarding their child's academic needs and progress, college and career goals, and transition plan.

Virtual parent meetings cover a wide range of information, including graduation requirements, assessment, curriculum and instruction, and college and career readiness. These monthly meetings allow families to connect with school staff and ask questions. 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 adolescent development, substance use prevention, mental health and wellness, social media and cyber bullying, and family communication strategies. 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 Committee. Other volunteer and leadership opportunities include serving on events planning committees, participating in workshops and conferences, and assisting in the Family Connection Centers and School Pantries.

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

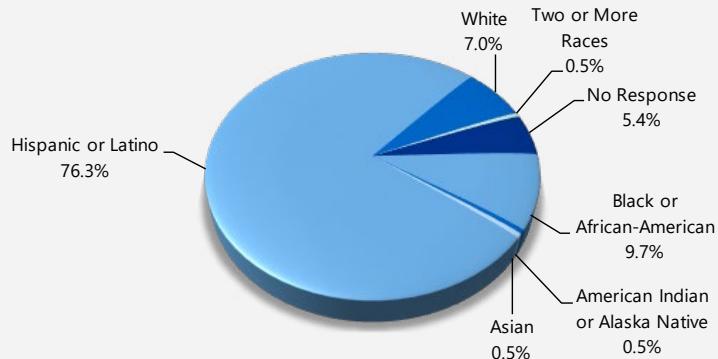
Lisa Sparks, Ph.D., 5th District



Enrollment by Student Group

The total enrollment at the school was 186 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

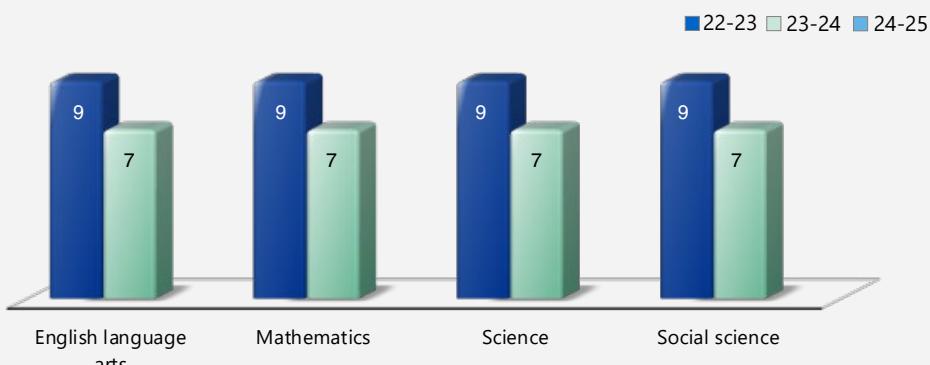
Demographics (2024-25 School Year)



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 | 24 | 2 | 1 | 10 | | | ◊ | ◊ | ◊ |
| Mathematics | 24 | 2 | 1 | 10 | | | ◊ | ◊ | ◊ |
| Science | 24 | 2 | 1 | 10 | | | ◊ | ◊ | ◊ |
| Social science | 24 | 2 | 1 | 10 | | | ◊ | ◊ | ◊ |

◊ Information is not available at this time.

Enrollment by Student Group

Demographics

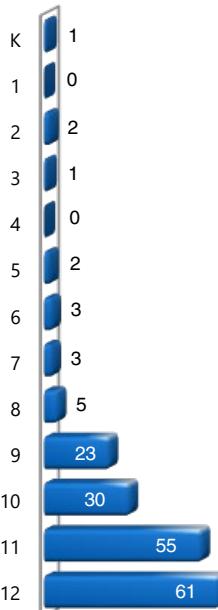
2024-25 School Year

| | Demographics |
|---------------------------------|--------------|
| Female | 14.10% |
| Male | 85.30% |
| Non-Binary | 0.50% |
| English Learners | 41.30% |
| Foster Youth | 21.20% |
| Homeless | 7.60% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 100.00% |
| Students with Disabilities | 39.70% |

Enrollment by Grade

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

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.

| Suspension and Expulsion Rates (Three-Year Data) | | | | | | | | | |
|--|----------------------|-------|-------|-------|-------|-------|------------|-------|-------|
| | ACCESS Juvenile Hall | | | OCDE | | | California | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Suspension rates | 0.00% | 1.80% | 0.70% | 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 | 0.70% | 0.00% |
| Female | 0.60% | 0.00% |
| Male | 0.70% | 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 | 0.60% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 1.30% | 0.00% |
| English Learners | 1.00% | 0.00% |
| Foster Youth | 1.10% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 0.70% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 2.10% | 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 | 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 | 88% |
| 2. Abdominal Strength and Endurance | 88% |
| 3. Trunk Extensor and Strength and Flexibility | 88% |
| 4. Upper Body Strength and Endurance | 88% |
| 5. Flexibility | 88% |
| Grade 9 | |
| Component: | % |
| 1. Aerobic Capacity | 63% |
| 2. Abdominal Strength and Endurance | 63% |
| 3. Trunk Extensor and Strength and Flexibility | 63% |
| 4. Upper Body Strength and Endurance | 63% |
| 5. Flexibility | 63% |

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).

| | Percentage of Students Meeting or Exceeding State Standard (Two-Year Data) | | | | | |
|---------|--|-------|--------|--------|------------|--------|
| | ACCESS Juvenile Hall | | OCDE | | California | |
| Subject | 23-24 | 24-25 | 23-24 | 24-25 | 23-24 | 24-25 |
| Science | 0.00% | 0.00% | 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.

| | Percentage of Students Meeting or Exceeding State Standard (Two-Year Data) | | | | | |
|--------------------------------|--|-------|-------|-------|------------|-------|
| | ACCESS Juvenile Hall | | OCDE | | California | |
| Subject | 23-24 | 24-25 | 23-24 | 24-25 | 23-24 | 24-25 |
| English language arts/literacy | 5% | 6% | 52% | 53% | 46% | 48% |
| Mathematics | 0% | 1% | 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 | 35 | 26 | 74.29% | 25.71% | 0.00% |
| Female | ❖ | ❖ | ❖ | ❖ | ❖ |
| Male | 29 | 20 | 68.97% | 31.03% | 0.00% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 30 | 23 | 76.67% | 23.33% | 0.00% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ | ❖ |
| English Learners | 18 | 15 | 83.33% | 16.67% | 0.00% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 32 | 24 | 75.00% | 25.00% | 0.00% |
| Students Receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 12 | 9 | 75.00% | 25.00% | ❖ |

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

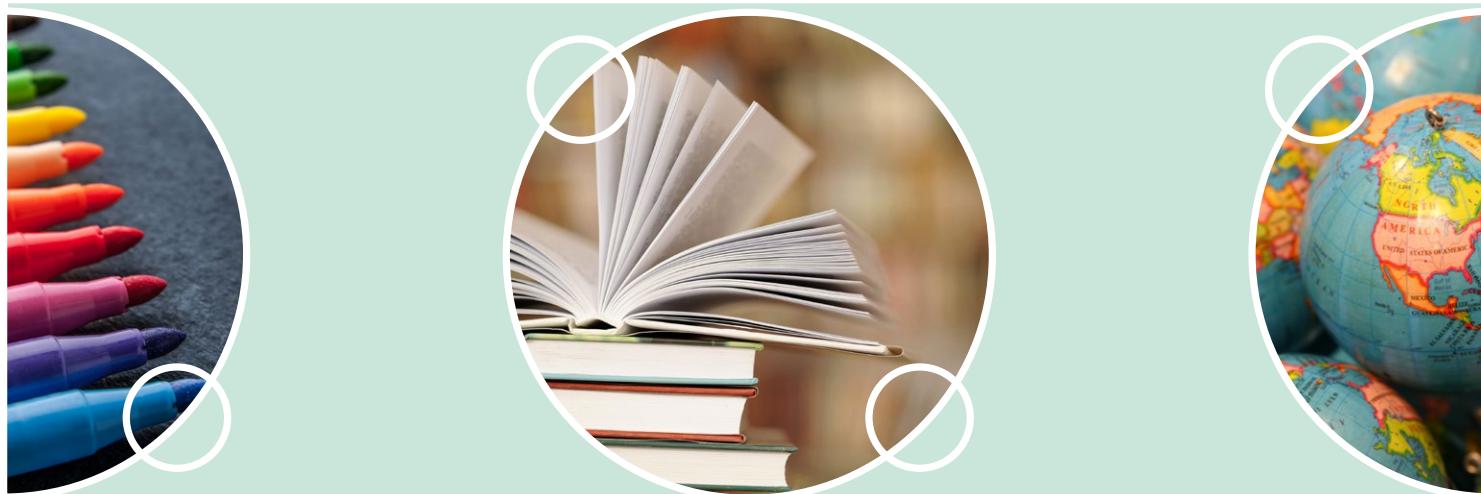


CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)

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 | 84 | 73 | 86.90% | 13.10% | 5.56% |
| Female | 13 | 11 | 84.62% | 15.38% | 18.18% |
| Male | 71 | 62 | 87.32% | 12.68% | 3.28% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | 11 | 8 | 72.73% | 27.27% | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 61 | 54 | 88.52% | 11.48% | 3.77% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ | ❖ |
| English Learners | 36 | 35 | 97.22% | 2.78% | 0.00% |
| Foster Youth | 16 | 13 | 81.25% | 18.75% | 7.69% |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 69 | 60 | 86.96% | 13.04% | 6.78% |
| Students Receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 29 | 21 | 72.41% | 27.59% | 0.00% |

❖ 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 | 91 | 79 | 86.81% | 13.19% | 1.33% |
| Female | 14 | 12 | 85.71% | 14.29% | 0.00% |
| Male | 77 | 67 | 87.01% | 12.99% | 1.56% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | 11 | 8 | 72.73% | 27.27% | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 68 | 60 | 88.24% | 11.76% | 1.79% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ | ❖ |
| English Learners | 41 | 39 | 95.12% | 4.88% | 0.00% |
| Foster Youth | 16 | 13 | 81.25% | 18.75% | 0.00% |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 76 | 66 | 86.84% | 13.16% | 1.61% |
| Students Receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 32 | 24 | 75.00% | 25.00% | 0.00% |

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



Career Technical Education Programs

Students at Rio Contiguo and Juvenile Hall have access to Career Technical Education (CTE) programs aligned with California's Model Curriculum Standards (Education Code Section 51226). These programs provide students with hands-on learning experiences that promote career exploration, employability, and technical skill development in high-demand industries.

ACCESS offers CTE courses in the following industry sectors: Building and Construction Trades, Hospitality, Tourism and Recreation, Finance and Business, and Arts, Media and Entertainment. All courses are taught by CTE-credentialed teachers using standards-aligned curriculum designed to ensure equity and access for all students.

At Rio Contiguo, students participate in Paxton Patterson college and career labs and exploratory CTE courses that help them identify career interests and goals. At Juvenile Hall, students engage in a two-year Building and Construction Trades pathway that includes an Introduction to Construction (Introductory) and Building and Construction Applications (Concentrator) course sequence, conducted directly by the district.

Students may earn industry-recognized certifications including ServSafe California Food Handler, Express Employment Professionals Career Preparedness (iCEV), Southwest Airlines Professional Communications (iCEV), and Texas Tech Personal Financial Literacy (iCEV). Plans are underway to integrate additional certifications and explore paid internship opportunities within the Building and Construction Trades 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 Building and Construction Trades, Arts and Media, Health Science, ICT, Education, Hospitality, and Business.

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 | 902 | 417 | 46 | 11.00% |
| Female | 178 | 87 | 23 | 26.40% |
| Male | 723 | 329 | 22 | 6.70% |
| Non-Binary | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | 17 | ❖ | ❖ | ❖ |
| Black or African American | 63 | 27 | 3 | 11.10% |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 673 | 319 | 30 | 9.40% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ | ❖ |
| White | 76 | 35 | 9 | 25.70% |
| English Learners | 312 | 159 | 12 | 7.50% |
| Foster Youth | 189 | 120 | 29 | 24.20% |
| Homeless | 69 | 39 | 3 | 7.70% |
| Socioeconomically Disadvantaged | 902 | 417 | 46 | 11.00% |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 290 | 164 | 20 | 12.20% |

❖ 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 Juvenile Hall | |
| 2024-25 Participation | |
| Number of pupils participating in a CTE program | 31 |
| 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 Juvenile Hall | 32.40% | 26.90% | 35.10% | 37.10% | 56.50% | 51.50% |
| 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 | 97 | 34 | 35.10% |
| Female | 12 | 3 | 25.00% |
| Male | 85 | 31 | 36.50% |
| Non-Binary | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ |
| Black or African American | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ |
| Hispanic or Latino | 70 | 28 | 40.00% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ |
| English Learners | 41 | 15 | 36.60% |
| Foster Youth | 17 | 4 | 23.50% |
| Homeless | 28 | 13 | 46.40% |
| Socioeconomically Disadvantaged | 97 | 34 | 35.10% |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ |
| Students with Disabilities | 39 | 17 | 43.60% |

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 Juvenile Hall | |
| 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 Juvenile Hall | 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

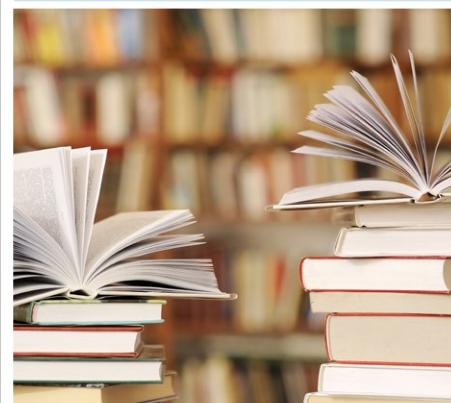
The following table outlines the criteria required for choosing textbooks and instructional materials.

| 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 | Good |
| Date of the most recent FIT report | 9/15/2025 |

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.

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 | |
| 2023-24 | 3 |
| 2024-25 | 3 |
| 2025-26 | 3 |

School Safety

The ACCESS School Site Safety Plan is updated annually; the last review date 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 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.

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) | 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% |

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) | 20.0 | 66.7% | 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) | 0.0 | 0.0% | 39.7 | 5.8% | 16,855.0 | 6.0% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 10.0 | 33.3% | 97.0 | 14.2% | 12,112.8 | 4.3% |
| Unknown | 0.0 | 0.0% | 38.6 | 5.6% | 13,705.8 | 4.9% |
| Total Teaching Positions | 30.0 | 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 | 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 | 2021-22 | 2022-23 | 2023-24 |
| Credentialed Teachers Authorized on a Permit or Waiver | 1.0 | 0.0 | 0.0 |
| Local Assignment Options | 12.0 | 10.0 | 10.0 |
| Total Out-of-Field Teachers | 13.0 | 10.0 | 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 | 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) | 0.0% | 0.0% | 16.6% |
| 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% | 14.2% |

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 | 61:1 |
| Support Staff | FTE |
| Counselor (academic, social/behavioral or career development) | 3.00 |
| Library media teacher (librarian) | 1.00 |
| 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 Juvenile Hall | \$38,000 | \$138,128 |
| OCDE | \$12,356 | \$156,612 |
| California | \$11,146 | ◊ |
| School and district: percentage difference | +207.5% | -11.8% |
| School and California: percentage difference | +240.9% | ◆ |

⊕ County Office of Education schools are not required to display this data (Education Code Section 41409.3).

◊ Information not available.

◆ The percentage difference cannot be calculated because California Average Teacher Salary is not available.

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 | |
|---|-----------|
| 2023-24 Fiscal Year | |
| Total expenditures per pupil | \$38,000 |
| Expenditures per pupil from restricted sources | \$0 |
| Expenditures per pupil from unrestricted sources | \$38,000 |
| Annual average teacher salary | \$138,128 |

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.

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.

School Accountability Report Card

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