

# Orange County Department of Education

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

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



## SARC

2021-22

School Accountability  
Report Card  
Published in 2022-23

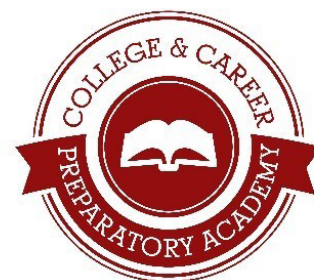
## College and Career Preparatory Academy

Grades 9-12  
CDS Code 30-10306-0132910

Dave Connor, Principal  
[dconnor@ocde.us](mailto:dconnor@ocde.us)

1277 S. Lyon Street, Suite 501  
Santa Ana, CA 92705  
(714) 796-8795

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



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## Principal's Message

The College and Career Preparatory Academy (CCPA) is an affiliate Charter School to the Orange County Department of Education (OCDE)/Alternative, Community, and Correctional Education Schools and Services (ACCESS). CCPA provides an educational program for those 16-25 years of age that have not yet completed a high school diploma. This program serves the targeted population with an independent-study model of instruction that provides the flexibility and support to work and participate in career training programs. CCPA supports its students in a way that focuses on one of the legislative intents in the Charter Schools Act, which is to "increase learning opportunities for all pupils."

Through collaboration with a variety of partners, CCPA's ability to meet the needs of its diverse population is strengthened. The most important partnerships are those formulated between teachers, students, parents, mentors and the community. The dynamics among these groups are critical to the planning, implementing and design of CCPA. Agency and community partners are vital to the academic and personal progress, and meaningful learning experiences for CCPA students. These partnerships provide guest speakers, mentors, field trips, career fairs, job shadowing, project-based learning experiences, internships and community service opportunities. CCPA partners with six agencies through their federally-funded workforce partners, Department of Labor Innovation Grant Funding. Since its inception, CCPA has impacted the lives of more than 600 young adults by giving them the opportunity to complete their high school graduation requirements, developing an Individualized Education Career Service Plan (IECSP), to connecting them with federally-funded workforce partners who assist them in career exploration and guidance, opportunities for skills training in high demand industries, and leading to a good job along a career pathway or postsecondary education.

CCPA opened its doors in the fall of 2015. Currently the enrollment is 159 students who are serviced by seven teachers at eight different locations throughout Orange County. The majority of our students reside in the cities of Anaheim and Santa Ana. The school's ethnicity breakdown consists of 79.35% Hispanic or Latino, 10.97% white, 1.29% African-American, 2.58% Asian, 3.87% multi-ethnic, and gender mix is 42.58% female and 57.42% male. 25.16% of our students are age 17-18, 54.19% range in age from 19-22 years old, and 20.65% of our students range in age from 23-26. The percentage of students classified as English learners is 32.26%, low income is 67.1% and foster youth is 3.23%. Since the fall of 2016, not only have the lives of the 933 graduates been impacted, but also the lives of their family members.

## Values

CCPA is dedicated to the fundamental human values of respect, responsibility, integrity and professional ethics. Our priority is service to students, schools, districts, families and community members. We provide a safe, caring, courteous, and professional environment that fosters collaborative work and individual development for our students. We hold ourselves and each other accountable for the highest level of performance, efficiency, resource management and professionalism.

## Parental Involvement

We provide many opportunities for parents to get involved. These opportunities include:

- School Advisory Committee member
- School Advisory Committee meetings
- District English Learner Advisory Committee (DELAC) meetings
- English Learner Advisory Committee (ELAC) meetings
- Open houses
- Parent/Student Welcome/Informational Letter
- Free Application for Federal Student Aid (FAFSA) workshops
- College fairs
- Graduation
- Parent Surveys
- Local Control and Accountability Plan (LCAP)
- Orange County Board of Education Meetings

For more information on how to become involved at the school, please contact our administrative office at (714) 796-8795 or [ccpa@ocde.us](mailto:ccpa@ocde.us).

## School Safety

The College and Career Preparatory Academy Safe School Plan is updated biannually. The administrator and staff of each area review the College and Career Preparatory Academy Safe School Plan prior to approval. Contents of the Safe School Plan include but are not limited to board policies, safe school strategies and programs, crisis-response procedures, and threat-assessment protocol. In addition, individual school sites develop safe school plans customized to address their specific needs. The sites and the regional administrative offices keep site-specific safe school plans.

The school safety plan was last reviewed, updated and discussed with the school faculty in January 2023.

## School Accountability Report Card

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

## School Mission Statement

College and Career Preparatory Academy will immediately reduce the dropout rate and assist every student to accelerate transitioning to postsecondary education and training through the development of an Individualized Education Career Service Plan (IECSP).

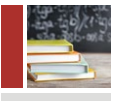
The IECSP will emphasize a career focused curriculum through individualized pathways, culminating in achievement of a high school diploma or equivalency and necessary career readiness skills. We envision a safe, supportive learning environment where communication and achievement are fostered and accomplishments are celebrated.

## School Vision Statement

College and Career Preparatory Academy will inspire students to fulfill their academic, career and personal goals. CCPA students will prepare to earn their high school diploma or equivalency leading to the achievement of the ultimate goals of developing and empowering students' success through completion of postsecondary certificates and degrees, career and community connectedness.

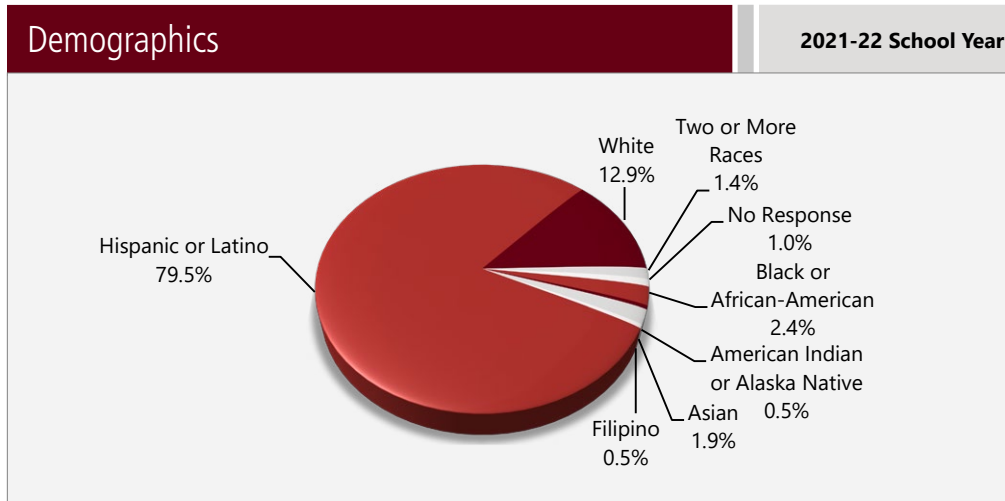
## CCPA School Advisory Committee

The CCPA School Advisory Committee consists of seven individuals, including community partners and staff members. This year's committee members are David Brager (CEO, Citizens Business Bank), Katharyn Muniz (CEO, Orange County Conservation Corps), Javier Corrales (Program Coordinator, Saddleback College), Diane Gomez (Project Manager, Ready S.E.T. OC), Alan Sullivan (Warrant Officer, California Job Challenge), Ashley Montes (CCPA Project Liaison) and John Charlton (CCPA Teacher).



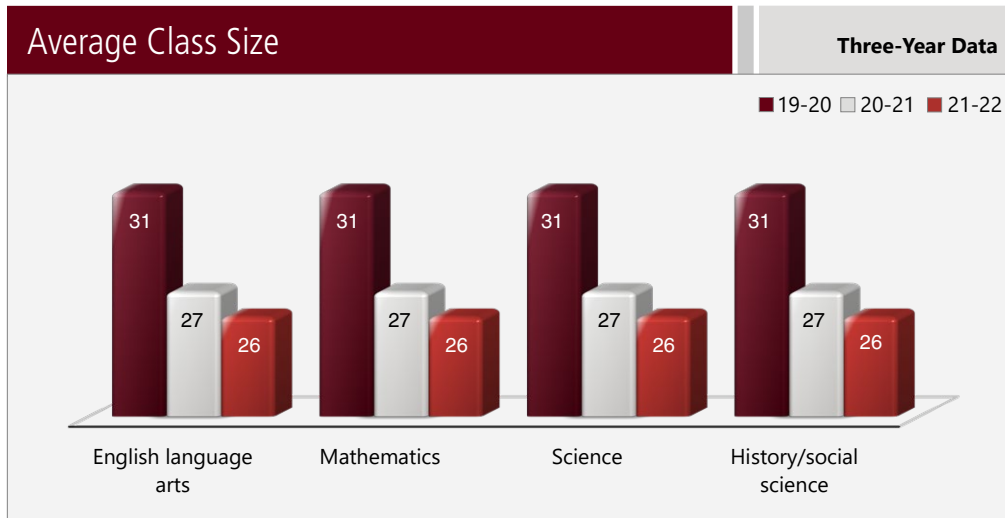
## Enrollment by Student Group

The total enrollment at the school was 210 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



## 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.



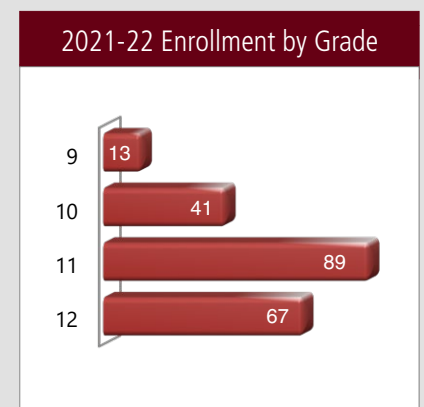
Number of Classrooms by Size							Three-Year Data		
	2019-20			2020-21			2021-22		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		5	2	1	5	2	2	6	
Mathematics		5	2	1	5	2	2	6	
Science		5	2	1	5	2	2	6	
History/social science		5	2	1	5	2	2	6	

## Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	41.90%
Male	58.10%
Non-Binary	0.00%
English learners	13.80%
Foster youth	1.00%
Homeless	28.10%
Migrant	0.00%
Socioeconomically Disadvantaged	95.20%
Students with Disabilities	8.10%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 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.

Suspensions and Expulsions					Two-Year Data	
	CCPA		Orange CDE		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.00%	0.0%	0.0%	1.0%	0.2%	3.4%
<b>Expulsion rates</b>	0.00%	0.0%	0.0%	0.0%	0.0%	0.1%

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

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

Suspensions and Expulsions				2019-20 School Year
	CCPA		Orange CDE	California
	19-20		19-20	19-20
<b>Suspension rates</b>	0.0%		1.1%	2.5%
<b>Expulsion rates</b>	0.0%		0.0%	0.1%

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

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	0.0%	0.0%	
<b>Female</b>	0.0%	0.0%	
<b>Male</b>	0.0%	0.0%	
<b>Non-Binary</b>	0.0%	0.0%	
<b>American Indian or Alaska Native</b>	0.0%	0.0%	
<b>Asian</b>	0.0%	0.0%	
<b>Black or African American</b>	0.0%	0.0%	
<b>Filipino</b>	0.0%	0.0%	
<b>Hispanic or Latino</b>	0.0%	0.0%	
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%	
<b>Two or More Races</b>	0.0%	0.0%	
<b>White</b>	0.0%	0.0%	
<b>English Learners</b>	0.0%	0.0%	
<b>Foster Youth</b>	0.0%	0.0%	
<b>Homeless</b>	0.0%	0.0%	
<b>Socioeconomically Disadvantaged</b>	0.0%	0.0%	
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%	
<b>Students with Disabilities</b>	0.0%	0.0%	



## Professional Development

CCPA devotes three full days annually to individual staff trainings as well as monthly staff development opportunities for staff to increase skills in the areas of instructional methodologies, assessment, reclassification of English learners, classroom and behavioral interventions, and Common Core strategies. Workshops are also offered to deliver information on community partners and the resources they provide to students, parents and staff in the area of college and career readiness. Staff members are invited to participate in specialized groups or focus groups to provide feedback on the Local Control Accountability Plan (LCAP) and the Division Strategic Plan. Administrative staff participates monthly in Leadership Training and Action Group, which focuses on site-level decision-making, policy review and program evaluation. Opportunities for input into documents such as the LCAP and OCDE Strategic Plan are included in these meetings. Administrative staff members also discuss and evaluate the effectiveness of the school program, review the LCAP, and identify needs and targeted areas for school and program improvement. The staff development days and administrative meetings allow staff to discuss the schools' strengths, as well as design and implement changes for the next school year. Input is critical to maintaining the collaborative nature of the team, and, consequently, the commitment of staff to serve the needs of our students and families is strong.

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

<b>2020-21</b>	3
<b>2021-22</b>	3
<b>2022-23</b>	3





## 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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	❖	❖	❖	❖	❖

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	403	334	250	74.90%
Female	173	143	116	81.10%
Male	230	191	134	70.20%
American Indian or Alaska Native	2	1	1	100.00%
Asian	4	4	4	100.00%
Black or African American	8	8	5	62.50%
Filipino	3	2	1	50.00%
Hispanic or Latino	313	263	203	77.20%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	3	3	2	66.70%
White	60	48	32	66.70%
English Learners	76	60	47	78.30%
Foster Youth	9	7	7	100.00%
Homeless	99	91	72	79.10%
Socioeconomically Disadvantaged	389	322	240	74.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	46	36	30	83.30%

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

## Types of Services Funded

CCPA collaborates with federally-funded workforce partners to support job training/placement, short-term workplace employment experiences, life-skills training, entrepreneurial and leadership skills training, career exploration and enrollment in CTE courses. These experiences have the potential to provide part- and full-time, long-term employment opportunities. Through these programs, participating students gain real-world skills that they can apply to their everyday lives. Through the collaboration of CCPA staff and community partners, students focus in on potential career paths and the acquisition of marketable job-readiness skills. This collaboration arranges community college tours, provides enrollment information to students and families and helps students enroll in college pre- and post-graduation.

Federally-funded workforce partners provide health and mental-health services or referrals that support the social-emotional well-being of our students. In addition, the federally-funded workforce partners offer pro-social activities including Gang Prevention and Intervention; Deferred Action for Childhood Arrivals (DACA); citizenship; English as Second Language (ESL) services; parenting classes; and Alcohol, Tobacco, and Other Drugs for students throughout CCPA.

Federally-funded workforce partners offer wraparound services to create a network of support that nurtures the individual student as a whole and encourages student and family involvement in the education process. By addressing both the academic and social-emotional needs of the student, CCPA federally-funded workforce partners' supplemental services enrich the school program. Paraeducators, tutors and community partners work with students in small groups and individually to help students be successful with the core curriculum. CCPA staff and community partners assist students with essential academic, employment and life skills. CCPA staff members engage students and families in their education, support family-friendly practices in our schools and build community partnerships to help meet basic needs required for academic success.





## SARC Reporting in the 2020–21 School Year Only

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

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

## Options

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

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

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	CCPA		Orange CDE		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	❖	▲	21.84%	28.50%	29.47%

## 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	
	CCPA		Orange CDE		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	★	16%	★	53%	★	47%
Mathematics	★	0%	★	40%	★	33%

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

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

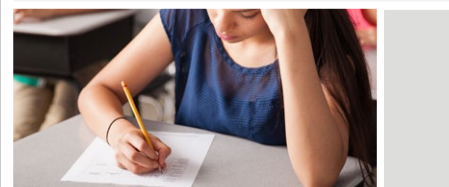
★ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school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

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

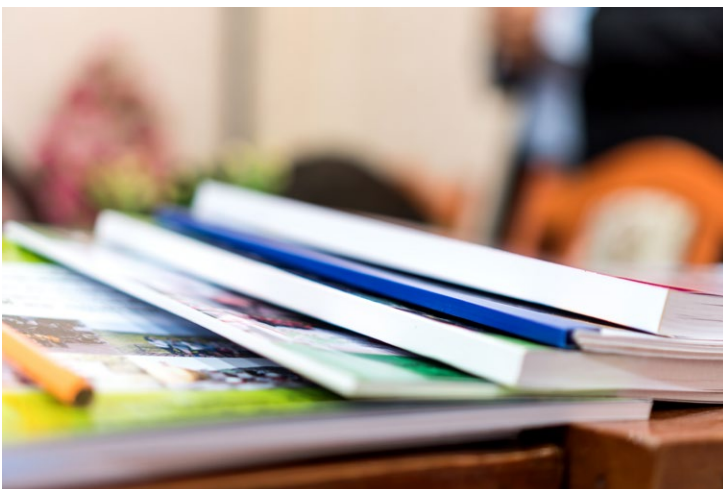
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	23	4	17.39%	82.61%	❖
Female	11	1	9.09%	90.91%	❖
Male	12	3	25.00%	75.00%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	19	1	5.26%	94.74%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	22	4	18.18%	81.82%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

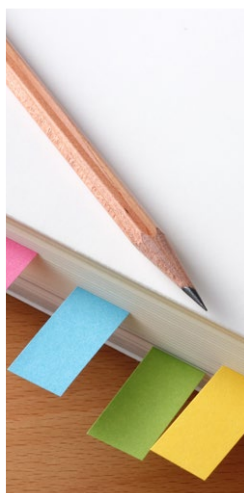




## CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	64	26	40.63%	59.37%	16.00%
Female	34	12	35.29%	64.71%	18.18%
Male	30	14	46.67%	53.33%	14.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	49	21	42.86%	57.14%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	11	5	45.45%	54.55%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	20	9	45.00%	55.00%	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	60	24	40.00%	60.00%	17.39%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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







## CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	64	27	42.19%	57.81%	0.00%
Female	34	12	35.29%	64.71%	0.00%
Male	30	15	50.00%	50.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	49	21	42.86%	57.14%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	11	5	45.45%	54.55%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	20	10	50.00%	50.00%	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	60	25	41.67%	58.33%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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





## Career Technical Education Programs

A number of programs emphasizing successful transition skills are available. These programs foster the acquisition and growth of work-readiness skills. These include Regional Occupational Programs (ROP), career assessments, life-skills classes, vocational exploration, and partnerships with local community colleges and technical programs. We want our students to acquire an understanding of—and skills for—success in the workplace.

ACCESS County Community Schools offer career technical education (CTE) courses through the Career Pathways and Perkins grants. These courses include Exploring Computers, Computer Programming and Game Design, Health Science Preparation, Health Care Occupations, Careers in Education, and Merchandising.

CCPA students have the opportunity to enroll in CTE courses in addition to their high school coursework through their local ROP centers and ACCESS school sites.

### College & Career Advantage: San Juan Capistrano

- Dental Assistant, Pharmacy Technician, Surgical Technologist

### Coastline Regional Occupational Program: Costa Mesa

- Animal Healthcare Internship, Automotive Technology Internship, Baking & Pastry Fundamentals, Careers with Children Cooperative, Careers with Children Internship, Certified Nursing Assistant (CNA) (precertification) Internship, Construction Technology, Culinary Arts (Advanced), Dental Assistant Front Office, Diversified Service Centers Internship, Emergency Medical Technician (EMT), Engineering Innovations, Entertainment Art, Financial Services Internship, Fire Science 101, Fire Technology, Floral Design, Floral Design (Advanced), Floral Design Internship, Hotel & Tourism Internship, Manufacturing Engineering Technology, Manufacturing Engineering Technology (Advanced), Medical Assistant Back Office Internship, Medical Assistant Front Office Internship, Medical Office Management & Billing, Medical Terminology, Programming and Robotics, Registered Dental Assistant (RDA) Preparation, Retail Sales & Merchandising Internship, Sports Medicine

### CTE: Garden Grove

- Heating/Air-Conditioning, Auto Body/Collision Repair, Auto Spray Painting, Automotive Careers, Smog Check Inspector Training, Welding, QuickBooks Accounting, Computer-Aided Design, SolidWorks (3-D) Modeling, Graphic Design, Custom Sewing and Tailoring

### CTE: Santa Ana

- Medical Assistant Clinical Back Office I & II

### North ROP: Anaheim

- Continuing Education Units for Nursing Assistants & Home Health Aides, CPR for Health Care Providers, Emergency Medical Technician (EMT), Fundamentals of Nursing 1, Medical Assistant, Clinical and Administrative, Medical Terminology, Nursing Assistant, Vocational Nursing Program, Telemetry Technician, Advanced Dental Assistant RDA

### ACCESS: Harbor Learning Center, Fountain Valley, Mission Viejo, and San Juan Capistrano

- Exploring Computer Science, Computer Programming and Design, Health Care Occupations, Medical Technology Healthcare Occupations

### ACCESS: Santiago Creek, Santa Ana

- Merchandising A & B, Advanced Merchandising A & B

### Orange County Conservation Corps

- Chainsaw and Forklift Operation, OSHA 10 Certification, Security Guard Certification, Food Handler's Certification, National Retail Federation Certification, CPR and First Aid

### Taller San Jose

- Business Applications, Construction

### California Job Challenge

- Construction, Automotive, Cyber Security, Welding, and CAN/CHAA Nursing and Home Health

The primary representatives of the district's career technical advisory committee and the industries represented are Fatimah Judeh and Kathy Boyd.

The CTE standards are designed to assist programs in developing curriculum and measuring student achievement. Each standard is aligned with one or more Common Core English language arts and mathematics standards, Next Generation Science Standards core ideas, and history/social science standards. This alignment identification gives teachers guidance for integrating instruction, adding application and performance to academic content, engaging more students and improving outcomes.

Upon enrollment, students create an Individualized Education Career Service Plan (IECSP), which is used as a basis for course selection, educational goal setting and career exploration. In addition, students are given an online career assessment (Kuder) and a lifelong license for career exploration and job readiness skills. CCPA collaborates with Workforce Innovation Opportunity Act partners to provide students with job training and placement, life-skills training, entrepreneurial and leadership skills training, career exploration, and enrollment in CTE classes. Students have the opportunity to enroll concurrently in community college courses.

*Continued on sidebar*

## Career Technical Education Programs

*Continued from left*

Through the collaboration of CCPA staff and community partners, students focus on potential career pathways and the acquisition of marketable job-readiness skills.

CCPA students can earn high school elective credits for completion of CTE classes and the opportunity to explore potential career pathways leading to postsecondary education options. ROP programs have formal articulation agreements with local community colleges. These agreements connect sequenced courses between ROP and local community colleges, therefore allowing students that successfully complete an articulated course receive credit and or skip the introductory level course at the community college level.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Career Technical Education Data

#### CCPA

#### 2021-22 Participation

Number of pupils participating in a CTE program	54
Percentage of pupils who completed a CTE program and earned a high school diploma	29%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	69%





## 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		
	19-20	20-21	21-22	19-20	20-21	21-22
<b>CCPA</b>	13.30%	51.10%	51.00%	28.90%	11.10%	11.80%
<b>Orange CDE</b>	41.20%	55.20%	63.70%	24.20%	16.30%	14.50%
<b>California</b>	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%



## Advanced Placement Courses

No information is available for College and Career Preparatory Academy regarding Advanced Placement (AP) courses offered.

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

Graduation Rate by Student Group			2021-22 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	51	26	51.00%
<b>Female</b>	16	4	25.00%
<b>Male</b>	35	22	62.90%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	36	19	52.80%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	❖	❖	❖
<b>English Learners</b>	12	6	50.00%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	13	4	30.80%
<b>Socioeconomically Disadvantaged</b>	50	25	50.00%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
CCPA	
2020-21 and 2021-22 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2021-22</b>	41.00%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21</b>	59.00%



## Textbooks and Instructional Materials

CCPA teachers and staff have the opportunity to participate in various committees and roles that support student learning. The CCPA program has a Regional English Learner Liaison (RELL) to support teachers with English learner services. Program teachers on special assignment create Common Core States Standards-aligned materials to augment lesson plans. CCPA teachers are involved in curriculum committees in the core content of math and science electives. These committees are the primary means for input into curriculum choices, piloting materials and curriculum selection. ACCESS has a Progressive Intervention committee to provide direction, draft procedures, and guide the implementation of policies to support students with their behavior and ensure a positive school climate. Teachers and staff also serve as assessment liaisons to assist with the accountability measures of the students. ACCESS has seen an increase in the number of teacher leaders over the years, and their dedication and services are essential to achieving the schoolwide learner outcomes.

### Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
English language arts	Imagine Learning online	2021
English language arts	Houghton Mifflin Harcourt Collections series	2015
Mathematics	Imagine Learning online	2021
Mathematics	Algebra 1: Common Core, Pearson	2015
Mathematics	Geometry, Holt McDougal	2015
Mathematics	Business and Personal Finance, McGraw Hill	2019
Mathematics	Pearson	2015
Science	Imagine Learning online	2021
Science	The Living Earth, Discovery Education Science	2019
Science	Discovery Education Science, Physics	2019
Science	Discovery Education Science, Chemistry	2019
History/social science	Imagine Learning online	2021
History/social science	World History: The Modern Era, Pearson	2015
History/social science	United States History: Reconstruction to the Present, Pearson	2015
History/social science	Magruder's American Government, Pearson	2015
History/social science	Economics, Pearson	2015

## Quality of Textbooks

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

### Quality of Textbooks

2022-23 School Year

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

## 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

2022-23 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2022-23 School Year

Data collection date	8/17/2022
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## 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		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	9/13/2022	

## 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 training 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 provided by the program. School facilities also accommodate needs for paraeducation 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 and 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 school facility maintenance staff perform the work on a daily basis. Monthly routine site inspections are completed as well by using the good repair and safety report for any facility conditions that need follow-up repair.

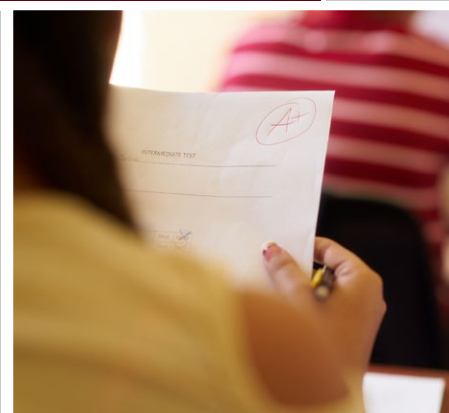
Quarterly, prevention inspections are conducted by school facility maintenance staff and contracted services to maintain equipment and devices for the operating systems of school sites.

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 on specific facilities and equipment that qualify or need repair, renovation or replacement by using funds provided by School Deferred Maintenance and district general budget allocations.

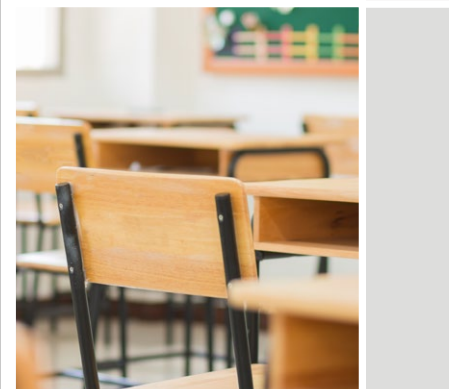
These funds are earmarked exclusively for HVAC equipment, electrical issues and upgrades, paint, and flooring renovations to maintain the operation of the school facilities.

In addition, general fund allocations are used for tenant improvements projects for sites that were mandated to relocate for various reasons.



## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.0	80.0%	369.2	67.0%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	2.0	0.4%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	62.9	11.4%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	20.0%	79.8	14.5%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	37.0	6.7%	18,854.3	6.9%
<b>Total Teaching Positions</b>	9.0	100.0%	551.1	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.0	80.0%	432.3	71.2%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	8.3	1.4%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	26.7	4.4%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.0	20.0%	81.2	13.4%	11,953.1	4.3%
<b>Unknown</b>	0.0	0.0%	58.9	9.7%	15,831.9	5.7%
<b>Total Teaching Positions</b>	10.0	100.0%	607.6	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	0.0
Misassignments		0.0	0.0
Vacant Positions		0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>		0.0	0.0

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

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

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		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	0.0
Local Assignment Options		0.0	2.0
<b>Total Out-of-Field Teachers</b>		0.0	2.0

## Class Assignments

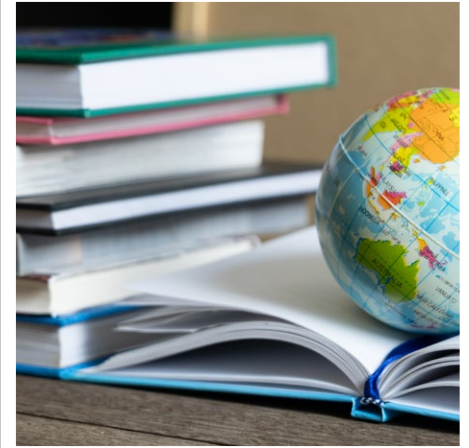
This table displays the number of teachers and the total out-of-field teachers at the school level.

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

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

#### 2021-22 School Year

	Ratio
Pupils to Academic counselors	210:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	1.00



## Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2020-21 Fiscal Year
	Orange CDE	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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
CCPA	\$16,484	\$137,194
Orange CDE	\$10,788	\$138,213
California	\$6,594	◇
School and district: percentage difference	+52.8%	-0.7%
School and California: percentage difference	+150.0%	*

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

◇ Information is not available at this time.

\* A percentage cannot be calculated because California annual average teacher salary is not available.

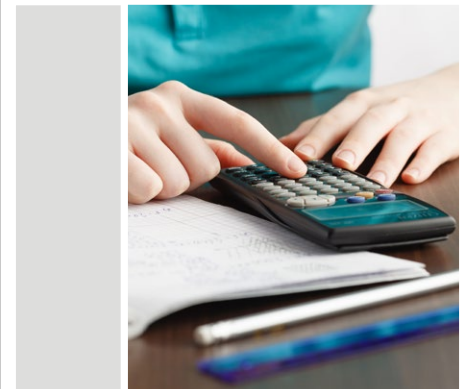
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.

## 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$16,694
Expenditures per pupil from restricted sources	\$210
Expenditures per pupil from unrestricted sources	\$16,484
Annual average teacher salary	\$137,194



## 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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