

College and Career Preparatory Academy

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Grades 9-12 ▪ CDS Code 30-10306-0132910

MOVE FORWARD!



SARC 2024-25 School Accountability Report Card
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Orange County Department of Education

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Principal's Message

The College and Career Preparatory Academy (CCPA) is an affiliate charter school of the Orange County Department of Education (OCDE) under Alternative, Community, and Correctional Education Schools and Services (ACCESS). CCPA provides an educational program for students 16–25 years of age who have not yet completed a high school diploma. This program serves its targeted population through an independent-study model of instruction that provides the flexibility and support needed to work, participate in career training, and achieve academic success. CCPA supports students in alignment with one of the core legislative intents of the Charter Schools Act: to “increase learning opportunities for all pupils.”

Through collaboration with a variety of partners, CCPA's ability to meet the needs of its diverse student population is strengthened. The most important partnerships are those between teachers, students, parents, mentors, and the community. The relationships among these groups are critical to the planning, implementation, and design of CCPA. Agency and community partners are vital to the academic and personal growth of CCPA students, providing meaningful learning experiences, such as guest speakers, mentorships, field trips, career fairs, job shadowing, project-based learning, internships, and community service opportunities.

CCPA partners with five agencies through their federally funded workforce programs under the Workforce Innovation and Opportunity Act (WIOA). Since its inception, CCPA has positively impacted the lives of young adults by offering opportunities to complete high school graduation requirements, develop Individualized Education Career Service Plans (IECSPs), and connect with workforce partners who assist with career exploration, skills training in high-demand industries, and placement leading to sustainable employment and postsecondary education.

In partnership with the California Job Challenge (CAJC)—a program operated by the California National Guard—CCPA provides Youth Challenge Program graduates with CTE through dual enrollment alongside concurrent high school instruction. This initiative leads to industry-recognized certifications, college credits, and high school diplomas, ultimately resulting in job placement and career advancement.

CCPA opened its doors in the fall of 2015. Currently, the enrollment is 170 students, served by six teachers across five learning locations throughout Orange County. The majority of students reside in the cities of Anaheim and Santa Ana. Since the fall of 2016, not only have the lives of over 1,289 graduates been transformed, but also those of their families and communities.

The 220-credit graduation pathway for students 18 years and younger has been a foundational part of CCPA's program since its inception. New for the 2025–26 school year, CCPA has introduced a 155-credit pathway for students 19 years and older, designed to expand access to diploma completion for adult learners while maintaining the same academic rigor and individualized support that define our program.

This structure ensures equitable opportunities for all students—youth and adults alike—to earn their high school diploma, build career readiness, and pursue their goals for higher education and employment through a flexible, supportive, and workforce-aligned educational model.

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.

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 2026.

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.

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.

CCPA School Advisory Committee

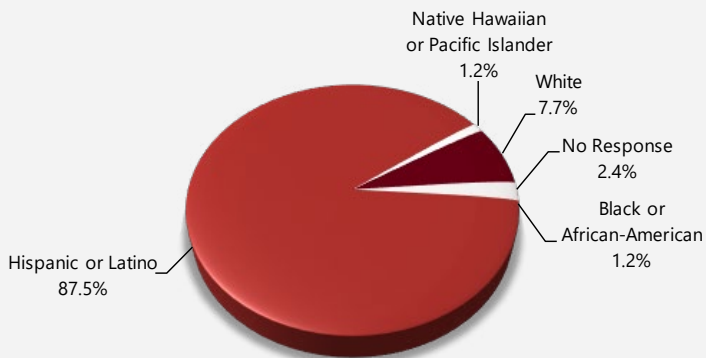
The CCPA School Advisory Committee consists of 10 individuals, including community partners and staff members. This year's committee members are Fatinah Judeh (CCPA Principal), David Brager (President and CEO, Citizens Business Bank), Javier Corrales (HSE Program Coordinator, Saddleback College), Diane Nuno-Gomez (Program Manager, Ready S.E.T. OC), Neiman Araque (Case Manager, Ready S.E.T. OC), Bianca Herrera (Director of Client Services, Working Wardrobes), Alan Sullivan (Director, California Job Challenge), Ashley Montes (CCPA Coordinator), John Charlton (CCPA Teacher), and Rob Simonson (CCPA Teacher).



Enrollment by Student Group

The total enrollment at the school was 168 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

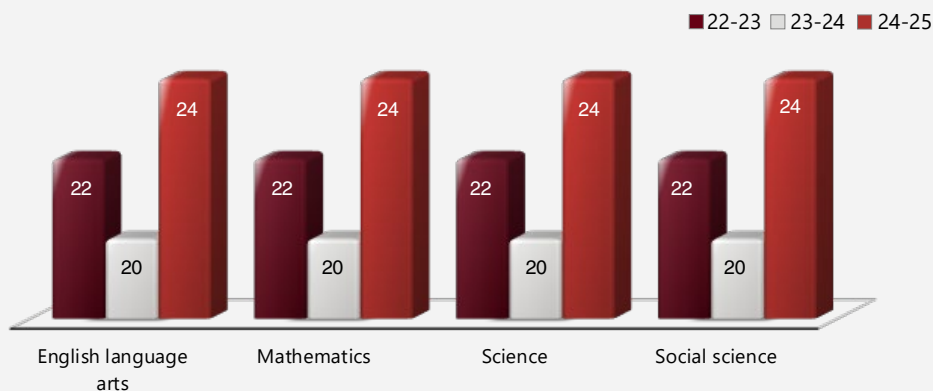
Demographics (2024-25 School Year)



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)

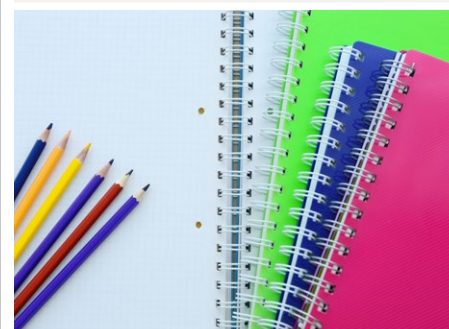


Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	4	2	1	7			1	6	
Mathematics	4	2	1	7			1	6	
Science	4	2	1	7			1	6	
Social science	4	2	1	7			1	6	

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	45.20%
Male	54.80%
Non-Binary	0.00%
English Learners	22.00%
Foster Youth	1.80%
Homeless	17.90%
Migrant	0.00%
Socioeconomically Disadvantaged	98.80%
Students with Disabilities	7.70%



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)

	CCPA			Orange CDE			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.00%	0.00%	0.00%	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	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

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

California Physical Fitness Test (2024-25 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 (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	343	301	221	73.40%
Female	146	129	100	77.50%
Male	196	171	120	70.20%
Non-Binary	✧	✧	✧	✧
American Indian or Alaska Native	✧	✧	✧	✧
Asian	✧	✧	✧	✧
Black or African American	✧	✧	✧	✧
Filipino	✧	✧	✧	✧
Hispanic or Latino	292	252	186	73.80%
Native Hawaiian or Pacific Islander	✧	✧	✧	✧
Two or More Races	✧	✧	✧	✧
White	24	23	20	87.00%
English Learners	89	77	65	84.40%
Foster Youth	✧	✧	✧	✧
Homeless	67	62	56	90.30%
Socioeconomically Disadvantaged	338	297	218	73.40%
Students Receiving Migrant Education Services	✧	✧	✧	✧
Students with Disabilities	39	33	26	78.80%

✧ Not applicable.

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



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.

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)						
	CCPA		Orange CDE		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	7.14%	17.65%	12.12%	11.11%	30.73%	32.33%

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	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	❖	❖	52%	53%	46%	48%
Mathematics	❖	❖	40%	42%	34%	37%

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



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 by Student Group: Science (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	71	34	47.89%	52.11%	17.65%
Female	27	13	48.15%	51.85%	15.38%
Male	42	20	47.62%	52.38%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	59	26	44.07%	55.93%	11.54%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	15	7	46.67%	53.33%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	18	11	61.11%	38.89%	9.09%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	65	33	50.77%	49.23%	18.18%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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 (grade 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	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖	❖
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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



CAASPP Test Results by Student Group: Mathematics (grade 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	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖	❖
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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



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, Welding, CNA Nursing and Home Health

The primary representative of the district's career technical advisory committee and the industries represented is Kathy Boyd, Director, Career Education and Postsecondary Advancement.

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

Advanced Placement Courses

Information is not available regarding Advanced Placement (AP) courses offered at the school.

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	
2024-25 Participation	
Number of pupils participating in a CTE program	59
Percentage of pupils who completed a CTE program and earned a high school diploma	50%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	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
CCPA	53.20%	54.40%	45.50%	16.10%	17.70%	15.20%
Orange CDE	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	99	45	45.50%
Female	32	13	40.60%
Male	66	32	48.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	75	34	45.30%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	11	6	54.50%
English Learners	33	13	39.40%
Foster Youth	❖	❖	❖
Homeless	35	5	14.30%
Socioeconomically Disadvantaged	99	45	45.50%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	25	8	32.00%

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 2023–24 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
CCPA	
2023-24 and 2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2024-25	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24	0.00%

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. 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 (2025-26 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	Physics, Discovery Education Science	2019
Science	Chemistry, Discovery Education Science	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

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.

✧ Not applicable.

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

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

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
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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

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	8/22/2025

School Facilities

Alternative education sites are located throughout Orange County. Each site maintains and annually reviews a comprehensive disaster plan modeled after Orange County Department of Education's Master Disaster Preparedness Plan. The plan includes contingencies for earthquake, fire, nuclear alerts and isolated emergency incidents. Additionally, staff members at each site have 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.

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.



California School Dashboard

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

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (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)	8.0	80.0%	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)	2.0	20.0%	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	10.0	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)	7.0	77.8%	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)	2.0	22.2%	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	9.0	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)	7.0	77.8%	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)	2.0	22.2%	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	9.0	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	0.0	0.0	0.0
Local Assignment Options	2.0	2.0	2.0
Total Out-of-Field Teachers	2.0	2.0	2.0

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%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For 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

2024-25 School Year

	Ratio
Pupils to Academic counselors	168:1
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 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data (2023-24 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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
CCPA	\$31,445	\$163,766
Orange CDE	\$12,356	\$156,612
California	\$11,146	✧
School and district: percentage difference	+154.5%	+4.6%
School and California: percentage difference	+182.1%	*

✱ 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.

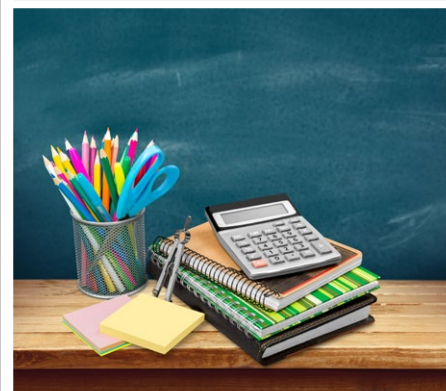
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that 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 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	\$34,620
Expenditures per pupil from restricted sources	\$3,175
Expenditures per pupil from unrestricted sources	\$31,445
Annual average teacher salary	\$163,766



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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