

ACCESS Juvenile Hall

Grades K-12
CDS Code 30-10306-3030426

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



Orange County Department of Education

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Program Administrator's Message

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

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

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

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

Juvenile Hall and the other institutional schools received a six-year accreditation from the Western Association of Schools and Colleges in the spring of 2016.

All ACCESS programs come under one of five categories: county community schools, juvenile court schools, the Orange County Community School (OCCS), correctional education and the Adult Correctional Education Program (ACEP). Programs are supported by student support services such as special education, categorical support (in the form of Title I and other grant programs) to serve institutions, group homes and community schools.

Correctional Education (students whose delinquent behavior has led to restrictions imposed by the judicial system [incarceration and/or probation]), Federal and Student Support Services (ACCESS programs are supported by a variety of specialized support personnel including counselors, psychologists, special education, and Title I staff, including group home tutors and transition specialists), and Adult Correctional Education Program ACEP (educational programs for adults ages 18 and older, residing in correctional institutions).

School Mission Statement

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

School Vision Statement

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

Parental Involvement

Research tells us that family involvement in schools makes a big difference. When schools, families and communities work together, student achievement increases. ACCESS Juvenile Hall School welcomes and encourages family participation in a variety of ways.

Parent engagement activities are coordinated with Probation, the Orange County Health Care Agency, and other educational partners.

Parents receive the School/Family Compact, which outlines specific ways that parents can support their child's education at home, such as helping their child develop school and career goals.

Bilingual Family Community Liaisons assist parents with information and resources, parent-teacher conferences, and family events and meetings, held either in-person or virtually.

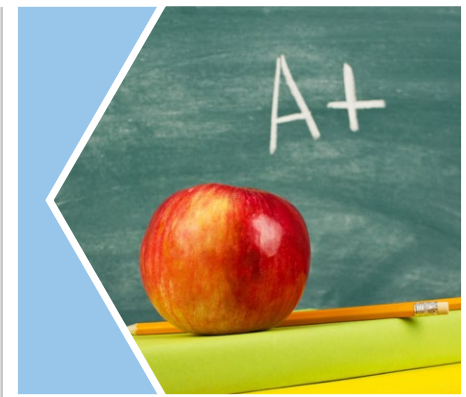
Semi-annual events such as Open House cover a wide range of information, including graduation requirements, assessment, curriculum and instruction, college and career readiness, and student health and safety-related topics.

Parenting classes are available to families through the Orange County Health Care Agency and community partners, such as Padres Unidos. Monthly workshops on a variety of topics, such as substance use prevention and college and career readiness, are conducted in-person or virtually.

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

Parents, school personnel, and Probation staff may be elected to serve on the School Site Council, District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC).

For more information on how to become involved, please contact Wendy Rogan at (714) 836-1563.



School Accountability Report Card

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

Mission Statement

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

Vision Statement

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



Orange County Board of Education

Rebecca Gomez, 1st District

Mari Barke, 2nd District

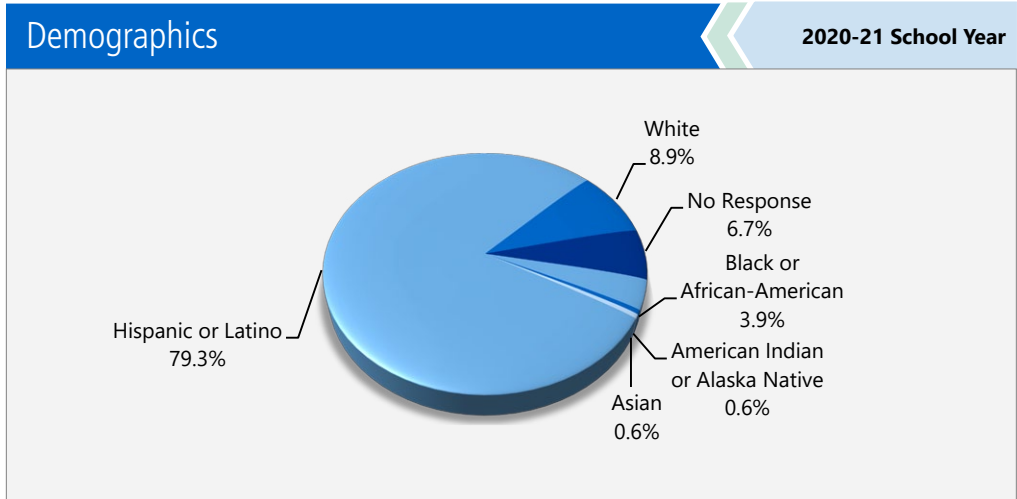
Dr. Ken L. Williams, 3rd District

Tim Shaw, 4th District

Lisa Sparks, Ph.D., 5th District

Enrollment by Student Group

The total enrollment at the school was 179 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

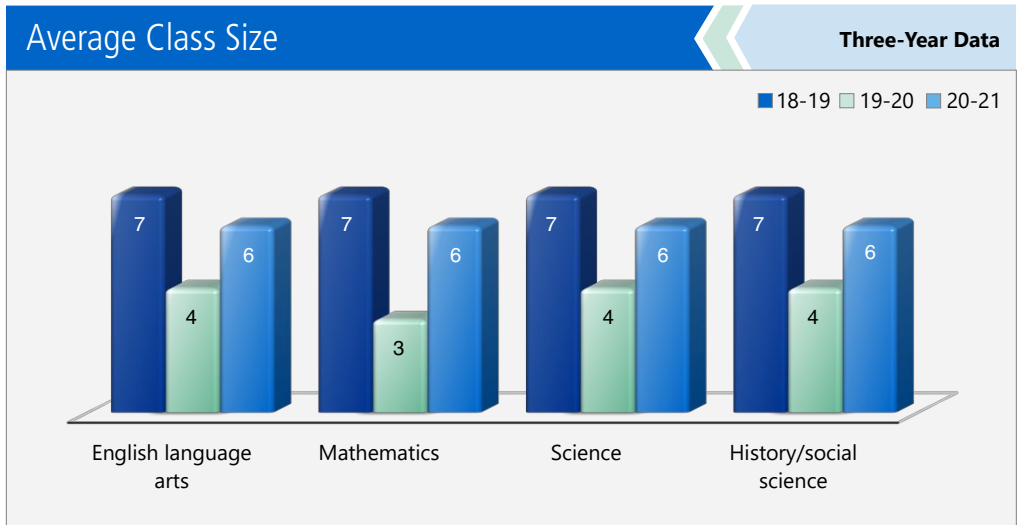


Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	19.70%
Male	80.30%
Non-Binary	0.00%
English learners	33.70%
Foster youth	18.50%
Homeless	4.50%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	37.10%

Class Size Distribution

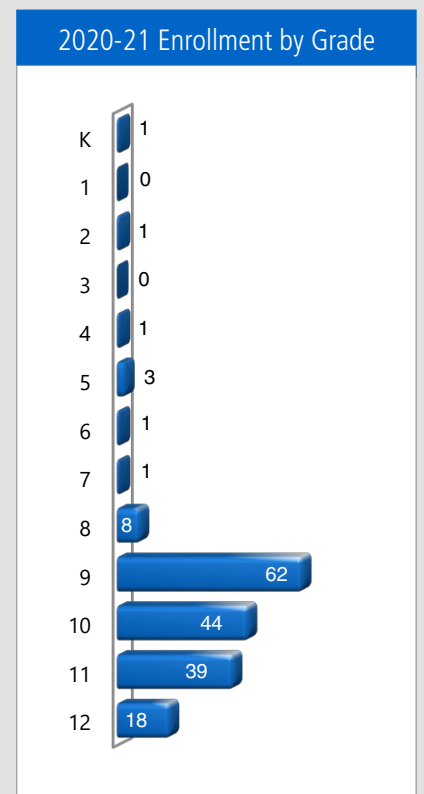
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level,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



Subject	Number of Classrooms by Size - Three-Year Data								
	2018-19			2019-20			2020-21		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	28			25			24		
Mathematics	27			23			24		
Science	27			22			24		
History/social science	27			24			24		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 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				
	ACCESS Juvenile Hall		OCDE		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	0.00%	0.00%	1.60%	0.00%	3.50%	0.20%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%

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		
	ACCESS Juvenile Hall	OCDE	California	
	2019-20	2019-20	2019-20	
Suspension rates	0.20%	1.00%	2.50%	
Expulsion rates	0.00%	0.00%	0.10%	

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		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	



Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	3
2020-21	3
2021-22	3



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 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. The PFT measures six key fitness areas:

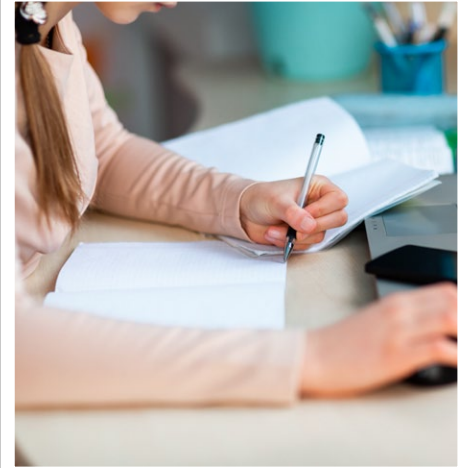
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" 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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	ACCESS Juvenile Hall		
	Grade 5	Grade 7	Grade 9
Four of six standards	◇	◇	◇
Five of six standards	◇	◇	◇
Six of six standards	◇	◇	◇



Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	706	376	26	6.90%
Female	149	66	5	7.60%
Male	557	310	21	6.80%
American Indian or Alaska Native	2	2	0	0.00%
Asian	11	6	1	16.70%
Black or African American	30	12	1	8.30%
Filipino	2	1	0	0.00%
Hispanic or Latino	451	274	18	6.60%
Native Hawaiian or Pacific Islander	7	1	1	100.00%
Two or More Races	6	2	1	50.00%
White	62	22	3	13.60%
English Learners	241	132	11	8.30%
Foster Youth	165	77	2	2.60%
Homeless	21	18	0	0.00%
Socioeconomically Disadvantaged	706	376	26	6.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	232	134	10	7.50%

Types of Services Funded

Categorical funding provides paraprofessionals in almost every classroom as well as professional development, after-school tutoring, transition support and supplemental instructional materials.



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.

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	
Subject	ACCESS Juvenile Hall		OCDE		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	* [‡]	■	* [‡]	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	
Subject	ACCESS Juvenile Hall		OCDE		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	* [‡]	■	* [‡]	■	* [‡]
Mathematics	■	* [‡]	■	* [‡]	■	* [‡]

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

*[‡] This school did not test students using the CAASPP for Science.

* 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).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



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

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

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	**	**	**	**	**

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



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

Assessment Name: i-Ready

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	83	35	42%	58%	3%
Female	14	5	36%	64%	❖
Male	69	30	43%	57%	3%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	25	56%	44%	0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	28	15	54%	46%	0%
Foster Youth	22	8	36%	64%	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	81	35	43%	57%	3%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	26	11	42%	58%	0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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

Assessment Name: i-Ready

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	83	35	42%	58%	3%
Female	14	4	29%	71%	❖
Male	69	31	45%	55%	3%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	25	56%	44%	0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	28	14	50%	50%	0%
Foster Youth	22	8	36%	64%	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	81	35	43%	57%	3%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	26	10	38%	62%	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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.

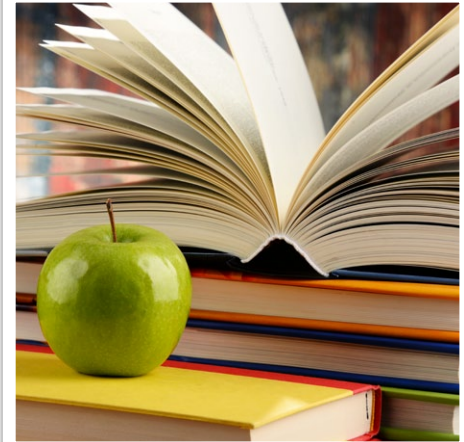
Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
ACCESS Juvenile Hall	22.40%	23.30%	25.50%	56.60%	54.20%	54.10%
OCDE	38.80%	41.20%	55.20%	26.90%	24.20%	16.30%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

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

Graduation Rate by Student Group	2020-21 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	98	25	25.50%
Female	18	3	16.70%
Male	80	22	27.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	74	20	27.00%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	40	8	20.00%
Foster Youth	18	2	11.10%
Homeless	40	13	32.50%
Socioeconomically Disadvantaged	98	25	25.50%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	33	9	27.30%

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>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Advanced Placement Courses

At this time, no Advanced Placement (AP) courses are offered by ACCESS Juvenile Hall.

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

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

UC/CSU Admission

ACCESS Juvenile Hall

2019-20 and 2020-21 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	0.00%

Textbooks and Instructional Materials

The Orange County Board of Education has certified that all students have access to standards-based instructional materials in the academic core.

The textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

The Orange County Department of Education has affirmed that each pupil, including English Learners, has their own textbook to use in class and to take home. This public hearing occurred on August 4, 2021.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	⌘	⌘
Mathematics	⌘	⌘
Science	⌘	⌘
History/social science	⌘	⌘

⌘ Due to Specialized Instruction, we do not provide a list of textbook titles and publishers. However, a list is available at the Orange County Department of Education.

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

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

Career Technical Education Programs

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

Students will also have the opportunity to achieve industry-recognized certification that will qualify and prepare them for entry-level employment. Industry certificates offered:

1. ServSafe CA Food Handler Certificate
2. Express Employment Professionals Career Preparedness Certification (iCEV)
3. Southwest Airlines Professional Communications Certification (iCEV)
4. Texas Tech University Center for Financial Responsibility Personal Financial Literacy Certification (iCEV)

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

ACCESS is a member of the OC Pathways K12SWP Career Counselor Coordinator consortia. CTE Coordinators participate in CTE professional development bi-weekly, focusing on implementation of student-focused high quality CTE. ACCESS participates in OCDE's Career and Technical Education Partnership (CTEp) Industry Advisory Committees. Work-based learning (WBL) and other opportunities are provided by multiple business partners such as mentoring, presentations and hands-on activities. Next steps include developing ACCESS CTE program-specific industry partnerships tailored to at-promise youth as well as program specific industry advisory meetings.

ACCESS works closely on an ongoing basis with OC Pathways, and local and regional partners to develop a high quality CTE program utilizing best practice approaches in curriculum and instruction to improve access and equity in outcomes for all students.

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

2021-22 School Year

Data collection date	8/4/2021
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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

2021-22 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%

Career Technical Education Participation

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

Career Technical Education Data

ACCESS Juvenile Hall

2020-21 Participation

Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

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	2021-22 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 school site inspection	10/4/2021

School Facilities

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

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

Juvenile Hall education facilities consist of a library, athletic fields, basketball courts, handball courts, 19 classrooms and six classrooms inside the juvenile hall residential units. There are no portables. The facilities are more than sufficient to meet the needs of the educational program. All of these facilities and areas are maintained by the Probation Department. Administrators for the school complete work orders for any school repairs and submit to the Probation Department staff on-site.

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

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

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

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

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

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

School Safety

The ACCESS School Site Safety Plan is updated annually; the last review date was February 2021. The next School Site Safety Plan review will be conducted on January 2022. The ACCESS School Site Safety Committee is responsible for approving the School Site Safety Plan and making future recommendations. Members include teachers, administrators, safety coordinators and law-enforcement representatives. The ACCESS School Site Safety Plan is reviewed by the administrator and staff of each administrative unit prior to approval.

Contents of the School Site Safety Plan include, but are not limited to, board policies, safe school strategies and programs, crisis-response procedures and threat-assessment protocols. We have institutions work with probation to assign individuals their duties in the event of a crisis and establish what lines of communication will be used to contact each other and the public. Probation is tasked with conducting regular safety drills and must designate a room for counseling and the crisis command post. Our Comprehensive School Safety Plan outlines the Suspension and Expulsion Policy, which covers Education Code 48900 and details the documentation process. Furthermore, an Inventory Audit for emergency supplies and materials was conducted in January 2020.

In addition, individual school sites develop safe school plans customized to address their specific needs. Site-specific safe school plans are kept at the sites and the administrative offices. The Safe and Healthy Coordinator has established Safety Committee meetings with the three Juvenile Institutions and the Safety Committee currently meets on a monthly basis. These meetings are intended to review policies and procedures for fire, earthquake, and emergency situations in a collaborative effort with Orange County Department of Education and Probation staff.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. 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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	64.2%	369.2	67.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	2.0	0.4%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	62.9	11.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.0	35.8%	79.8	14.5%	12,115.8	4.4%
Unknown	0.0	0.0%	37.0	6.7%	18,854.3	6.9%
Total Teaching Positions	33.5	100.0%	551.1	100.0%	274,759.1	100.0%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	ACCESS Juvenile Hall	
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

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/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>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

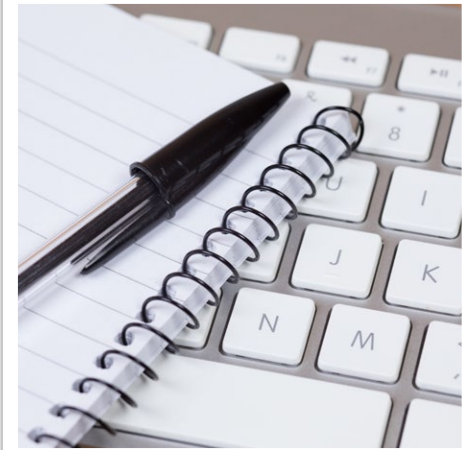
Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

2020-21 School Year

Indicator	ACCESS Juvenile Hall
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	12.0
Total Out-of-Field Teachers	12.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments

2020-21 School Year

Indicator	ACCESS Juvenile Hall
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%

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

2020-21 School Year

	Ratio
Pupils to Academic counselors	200:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.5
Social worker	1.5
Nurse	0.5
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	4.0

Financial Data

The financial data displayed in this SARC is from the 2019-20 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		2019-20 Fiscal Year	
	OCDE	Similar Sized District	
Beginning teacher salary	⊕	⊕	
Midrange teacher salary	⊕	⊕	
Highest teacher salary	⊕	⊕	
Average elementary school principal salary	⊕	⊕	
Average middle school principal salary	⊕	⊕	
Average high school principal salary	⊕	⊕	
Superintendent salary	⊕	⊕	
Teacher salaries: percentage of budget	⊕	⊕	
Administrative salaries: percentage of budget	⊕	⊕	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
ACCESS Juvenile Hall	\$20,391	\$124,421	
OCDE	\$11,082	\$127,280	
California	\$8,444	◇	
School and district: percentage difference	+84.0%	-2.2%	
School and California: percentage difference	+141.5%	◆	

- ⊕ County Office of Education schools are not required to display this data (Education Code Section 41409.3).
- ◇ Information not available.
- ◆ The percentage difference cannot be calculated because California Average Teacher Salary is not available.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that 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 2022.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$20,391
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$20,391
Annual average teacher salary	\$124,421



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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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	986	137	13.89%	86.11%	19.71%
Female	405	54	13.33%	86.67%	33.33%
Male	580	82	14.14%	85.86%	9.76%
American Indian or Alaska Native	--	--	--	--	--
Asian	69	18	26.09%	73.91%	22.22%
Black or African American	21	4	19.05%	80.95%	--
Filipino	11	4	36.36%	63.64%	--
Hispanic or Latino	597	77	12.90%	87.10%	15.58%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	48	4	8.33%	91.67%	--
White	233	30	12.88%	87.12%	30.00%
English Learners	209	29	13.88%	86.12%	3.45%
Foster Youth	35	3	8.57%	91.43%	--
Homeless	208	0	0.00%	100.00%	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	527	40	7.59%	92.41%	7.50%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	276	108	39.13%	60.87%	2.78%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	988	136	13.77%	86.23%	9.56%
Female	406	53	13.05%	86.95%	15.09%
Male	581	82	14.11%	85.89%	4.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	69	17	24.64%	75.36%	17.65%
Black or African American	21	4	19.05%	80.95%	--
Filipino	11	4	36.36%	63.64%	--
Hispanic or Latino	598	77	12.88%	87.12%	5.19%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	48	4	8.33%	91.67%	--
White	234	30	12.82%	87.18%	16.67%
English Learners	209	29	13.88%	86.12%	0.00%
Foster Youth	35	3	8.57%	91.43%	--
Homeless	208	0	0.00%	100.00%	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	528	40	7.58%	92.42%	2.50%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	276	106	38.41%	61.59%	0.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
Assessment Name: iReady

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,178	406	34%	66%	41%
Female	485	166	34%	66%	51%
Male	690	240	35%	65%	33%
American Indian or Alaska Native	--	--	--	--	--
Asian	42	28	67%	33%	61%
Black or African American	22	10	45%	55%	10%
Filipino	14	4	29%	71%	--
Hispanic or Latino	708	221	31%	69%	24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	51	22	43%	57%	77%
White	279	110	39%	61%	61%
English Learners	193	80	41%	59%	10%
Foster Youth	37	18	49%	51%	17%
Homeless	119	60	50%	50%	18%
Military	--	--	--	--	--
Socioeconomically disadvantaged	463	232	50%	50%	20%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	96	61	64%	36%	20%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
Assessment Name: iReady

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,178	395	34%	66%	32%
Female	485	164	34%	66%	36%
Male	690	231	33%	67%	29%
American Indian or Alaska Native	--	--	--	--	--
Asian	42	23	55%	45%	70%
Black or African American	22	10	45%	55%	30%
Filipino	14	5	36%	64%	--
Hispanic or Latino	708	217	31%	69%	14%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	51	21	41%	59%	71%
White	279	105	38%	62%	52%
English Learners	193	70	36%	64%	3%
Foster Youth	37	15	41%	59%	7%
Homeless	119	55	46%	54%	7%
Military	--	--	--	--	--
Socioeconomically disadvantaged	463	224	48%	52%	15%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	96	59	61%	39%	5%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

