College and Career Preparatory Academy

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Grade 12
CDS Code 30-10306-0132910

SARC

2016-17
School Accountability
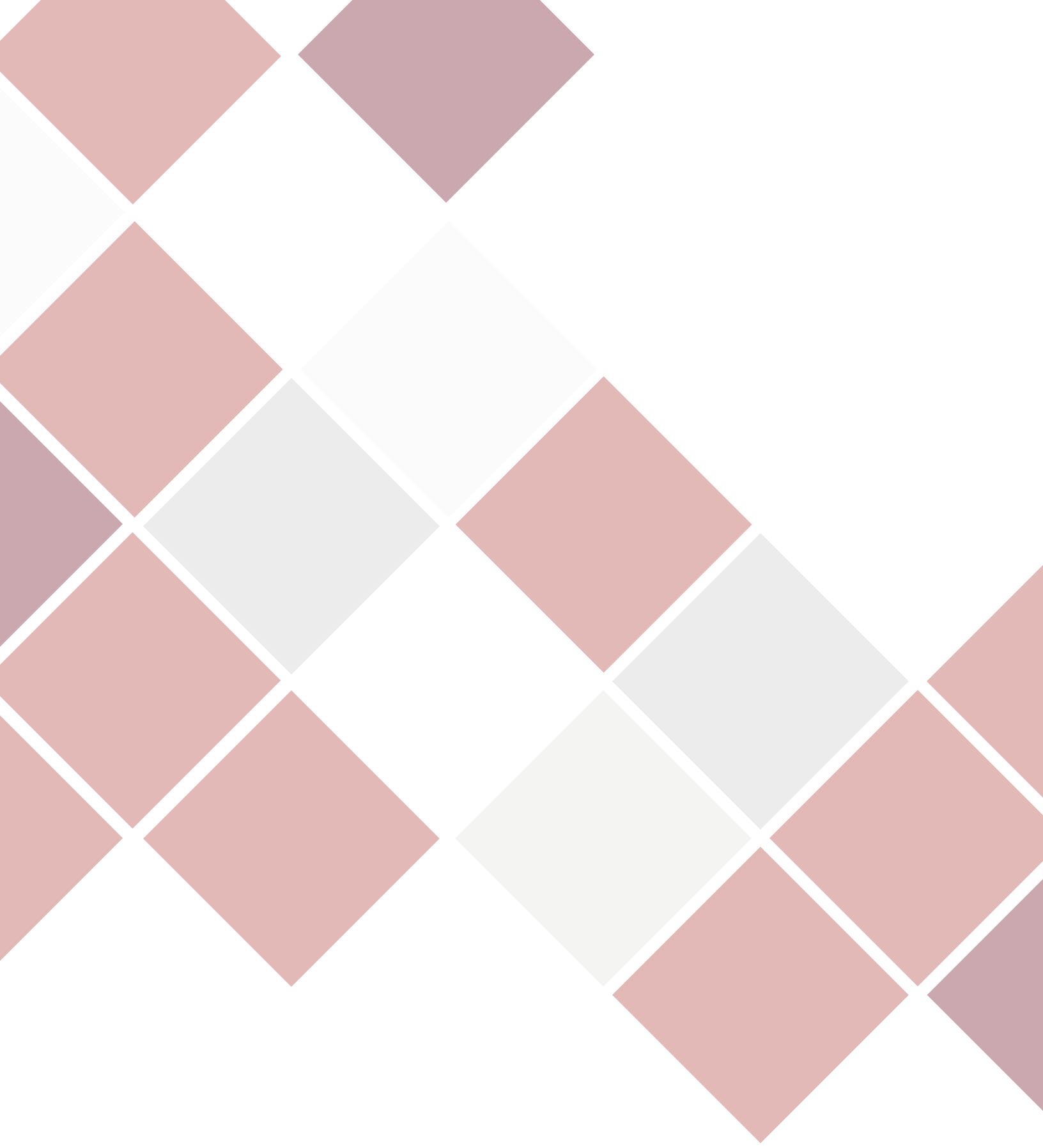Report Card

Published in 2017-18

Orange County Department of Education

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.

Principal's Message

The College and Career Preparatory Academy (CCPA) is an affiliate Charter School to the Orange County Department of Education/Alternative, Community, and Correctional Education Schools and Services (AC-CESS). CCPA provides an educational program for those 18-25 years of age that have not yet completed a high school diploma. This program serves the targeted population with an independent-study model of instruction that provides the flexibility and support to work and participate in career training programs. CCPA supports its students in a way that focuses on one of the legislative intents in the Charter Schools Act, which is to "increase learning opportunities for all pupils."

Through collaboration with a variety of partners, CCPA's ability to meet the needs of its diverse population is strengthened. The most important partnerships are those formulated between teachers, students, parents, mentors and the community. The dynamics among these groups are critical to the planning, implementing and design of CCPA. Agency and community partners are vital to the academic and personal progress, and meaningful learning experiences for CCPA students. These partnerships provide guest speakers, mentors, field trips, career fairs, job shadowing, project-based learning experiences, internships and community service opportunities. CCPA partners with six agencies through their Workforce Innovation and Opportunity Act (WIOA), Department of Labor Innovation Grant Funding. Since its inception, it has impacted the lives of more than 300 young adults by giving them the opportunity to complete their high school graduation requirements, developing an Individualized Education Career Service Plan (IECSP), to connecting them with WIOA partners who assist them in career exploration and guidance, opportunities for skills training in high demand industries, and leading to a good job along a career pathway or postsecondary education.

CCPA opened its doors in the fall of 2015. Currently, the enrollment is 211 students who are serviced by eight teachers at six different locations throughout Orange County. The majority of our students reside in the cities of Anaheim and Santa Ana. The school's ethnicity breakdown consists of 75 percent Hispanic or Latino, 18 percent white, 2 percent Asian, and gender mix is equal. Forty-eight percent of our students range in age from 18-20 years old, but also 18 percent of our students are age 24 and 25. The percentage of students classified as English learners is 42 percent, as low income is 79 percent, and as foster youth is 1 percent. Since the fall of 2016, not only have the lives of the 105 graduates been impacted, but also the lives of their family members. Of the 105 graduates, 58 have enrolled in college, 21 are employed in their career path, and eight are enrolled in an apprenticeship program.

Parental Involvement

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

- Governance council member
- Governance council meetings
- District English Learner Advisory Committee (DELAC) meetings
- English Learner Advisory Committee (ELAC) meetings
- Open houses
- Parent letter
- Free Application for Federal Student Aid (FAFSA) workshops
- College fairs
- Graduation
- Local Control and Accountability Plan (LCAP)

For more information on how to become involved at the school, please contact Janet Gamache, instructional programs assistant, at (714) 796-8795 or JGamache@ocde.us.

School Safety

The College and Career Preparatory Academy Safe School Plan is updated biannually. The College and Career Preparatory Academy Safe School Plan is reviewed by the administrator and staff of each administrative unit 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. Site-specific safe school plans are kept at the sites and at the regional administrative offices.

The school safety plan was last reviewed, updated and discussed with the school faculty in March 2018.

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.

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 is fostered and accomplishments are celebrated.

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.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade

12	174
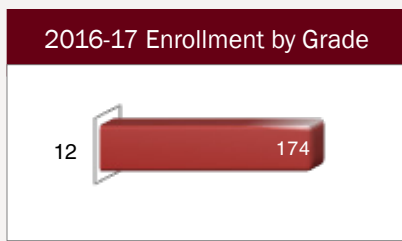
Public Internet Access

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.
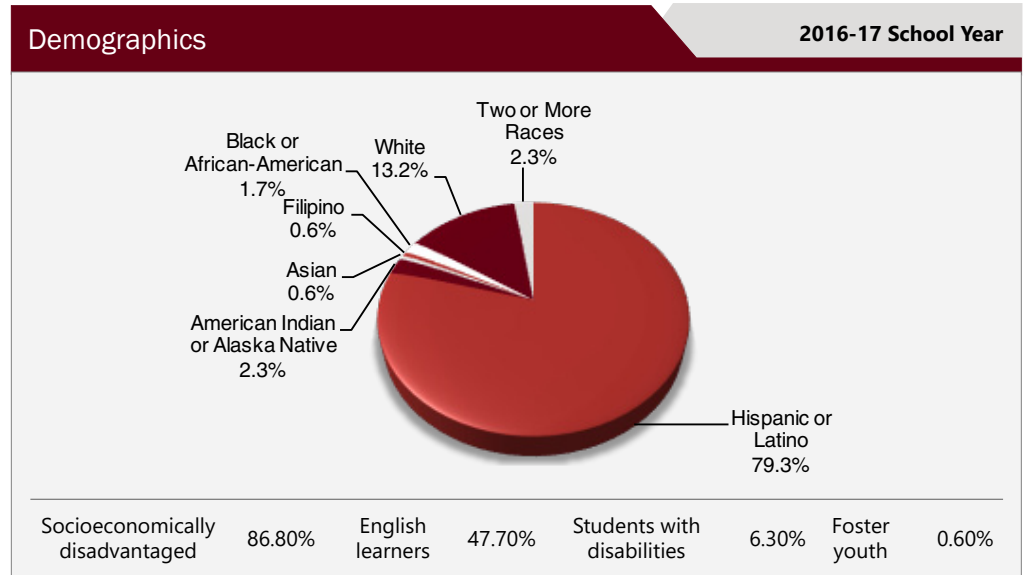
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

CCPA			
	14-15	15-16	16-17
Suspension rates	¤	0.0%	0.0%
Expulsion rates	¤	0.0%	0.0%

OCDE			
	14-15	15-16	16-17
Suspension rates	0.6%	4.1%	3.7%
Expulsion rates	0.0%	0.0%	0.0%

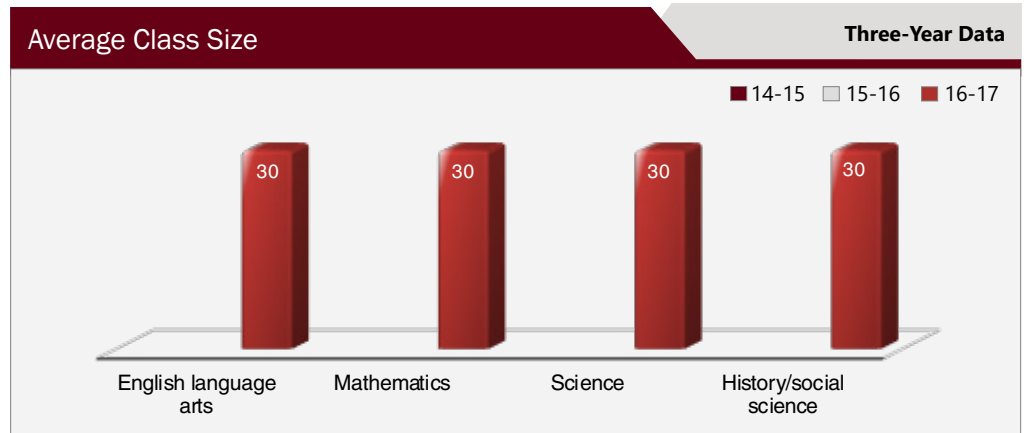| California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 174 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year

Black or African-American 1.7%
White 13.2%
Two or More Races 2.3%
Filipino 0.6%
Asian 0.6%
American Indian or Alaska Native 2.3%
Hispanic or Latino 79.3%

Socioeconomically disadvantaged	86.80%	English learners	47.70%	Students with disabilities	6.30%	Foster youth	0.60%

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

■ 14-15　□ 15-16　■ 16-17

English language arts	Mathematics	Science	History/social science
30	30	30	30

Number of Classrooms by Size

Three-Year Data

Subject	2014-15			2015-16			2016-17		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	¤	¤	¤	◈	◈	◈		7	
Mathematics	¤	¤	¤	◈	◈	◈		7	
Science	¤	¤	¤	◈	◈	◈		7	
History/social science	¤	¤	¤	◈	◈	◈		7	

¤ The school first opened in the 2015-16 school year. Therefore, no data is available.

◈ Due to low enrollment, class size data is not shown for 2015-16.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	CCPA		OCDE		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	¤	❖	25%	32%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	CCPA		OCDE		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	❖	❖	28%	35%	48%	48%
Mathematics	❖	❖	18%	24%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year or either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2017-18 School Year	
	CCPA	OCDE
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2005-2006
Year in Program Improvement	✧	Year 3
Number of schools currently in Program Improvement		2
Percentage of schools currently in Program Improvement		50.00%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

¤ The school first opened in the 2015-16 school year. Therefore, no data is available.

✧ Not applicable. The school is not in Program Improvement.

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, 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 Regional Occupational Program (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 Health-Care 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

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

ACCESS: Santiago Creek, Santa Ana

Merchandising A & B, Advanced Merchandising A & B

The primary representatives of the district's career technical advisory committee and the industries represented are Rick Martin and Amy Kaufman.

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. 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	
2016-17 Participation	
Number of pupils participating in a CTE program	25
Percentage of pupils who completed a CTE program and earned a high school diploma	2.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

Advanced Placement Courses

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

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2016
Group	**CCPA**	**OCDE**	**California**
All students	100.00%	94.72%	87.11%
Black or African-American	❖	100.00%	79.19%
American Indian or Alaska Native	❖	40.00%	80.17%
Asian	❖	100.00%	94.42%
Filipino	❖	62.50%	93.76%
Hispanic or Latino	100.00%	88.36%	84.58%
Native Hawaiian or Pacific Islander	❖	100.00%	86.57%
White	100.00%	100.00%	90.99%
Two or more races	❖	100.00%	90.59%
Socioeconomically disadvantaged	100.00%	94.03%	85.45%
English learners	100.00%	74.02%	55.44%
Students with disabilities	100.00%	78.69%	63.90%
Foster youth	❖	96.00%	68.19%

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. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			**Dropout Rate**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
CCPA	¤	¤	3.85%	¤	¤	59.60%
OCDE	29.46%	29.37%	30.42%	40.10%	37.10%	40.60%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
¤ The school first opened in the 2015-16 school year. Therefore, no data is available.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (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 web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (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 web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/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.

UC/CSU Admission	
CCPA	
2015-16 and 2016-17 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	0.00%

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	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%
Science laboratory equipment	0%

✧ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2017-18 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

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

Currency of Textbooks	
2017-18 School Year	
Data collection date	8/16/2017

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. Character Based Literacy liaisons create Common Core States Standards-aligned materials to augment lesson plans. CCPA teachers are involved in curriculum committees in the core content of social science, language arts, math and science. These committees are the primary means for input into curriculum choices, piloting materials and curriculum selection. ACCESS has a Progressive Intervention committee to provide direction, draft procedures, and guide the implementation of policies to support students with their behavior and ensure a positive school climate. Teachers and staff also serve as assessment liaisons to assist with the accountability measures of the students. ACCESS has seen an increase in the number of teacher leaders over the years, and their dedication and services are essential to achieving the schoolwide learner outcomes.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	**Textbook**	**Adopted**
English language arts	GradPoint online, Pearson	2015
English language arts	Houghton Mifflin Harcourt Collections series	2015
Mathematics	*Algebra 1: Common Core*, Pearson	2015
Mathematics	*Geometry*, Holt McDougal	2015
Mathematics	GradPoint online, Pearson	2015
Science	GradPoint online, Pearson	2015
Science	*Earth Science*, Glencoe	2015
Science	*Physical Science*, Glencoe	2015
Science	*Biology*, Glencoe	2015
History/social science	GradPoint online, Pearson	2015-16
History/social science	*World History: The Modern Era*, Pearson	2015-16
History/social science	*United States History: Reconstruction to the Present*, Pearson	2015-16
History/social science	*Magruder's American Government*, Pearson	2015-16
History/social science	*Economics*, Pearson	2015-16

Types of Services Funded

CCPA collaborates with Workforce Innovation and Opportunity Act 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.

WIOA community partners provide health and mental-health services or referrals that support the social-emotional well-being of our students. In addition, the WIOA community 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.

WIOA community 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 WIOA community 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.

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.

School Facility Good Repair Status	2017-18 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	Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/1/2017
Date of the most recent completion of the inspection form	10/15/2017

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2017-18 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	CCPA Core: Stained ceiling tiles. Replaced ceiling tiles.	November - December 2017
Cleanliness	CCPA 17th & Ross: Graffiti in restrooms; roach infestation. Remove graffiti; mitigate infestation.	November - December 2017
Electrical	CCPA 17th & Ross: Breaker box obstructed. CCPA Wilshire: Several lights out. CCPA Core: Several lights out. Unobstruct box. Replaced lights. Replaced lights.	November - December 2017

School Facilities

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

All stakeholders see a safe school environment as a shared responsibility of students, parents, teachers, staff, law enforcement and the community. Classroom instruction takes place throughout Orange County in a variety of facilities leased or owned by the Orange County Department of Education.

The sizes of the community school facilities and premises are determined by the standard square footage requirement for classroom instruction and teaching areas as 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.

School Facilities

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Site improvements are sustained through Deferred Maintenance funds and general budget allocations. Janitorial services are provided nightly during the week to maintain the cleanliness of classrooms and staff areas.

Routine maintenance, repairs and safety issues are reported through a work-order system. These work orders are prioritized, and the work is performed by school facility maintenance staff on a daily basis. Monthly routine site inspections are completed as well by using the good repair 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 are in compliance 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.

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).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	225
Support Staff	**FTE**
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0
Other	**FTE**
Instructional programs assistant	1.0
Sr. School admin assistant	1.0
Student records technician	1.5
Paraeducators	2.4

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information				Three-Year Data
	OCDE	**CCPA**		
Teachers	**17-18**	**15-16**	**16-17**	**17-18**
With a full credential	252	5	8	8
Without a full credential	6	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data	
	CCPA		
Teachers	**15-16**	**16-17**	**17-18**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

CCPA devotes three full days 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			Three-Year Data
	2015-16	**2016-17**	**2017-18**
CCPA	3 days	3 days	3 days

Financial Data

The financial data displayed in this SARC is from the 2015-16 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.

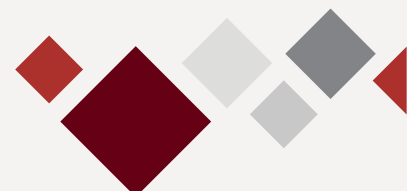| District Salary Data	2015-16 Fiscal Year	
	OCDE	**Similar Sized District**
Beginning teacher salary	✪	✪
Midrange teacher salary	✪	✪
Highest teacher salary	✪	✪
Average elementary school principal salary	✪	✪
Average middle school principal salary	✪	✪
Average high school principal salary	✪	✪
Superintendent salary	✪	✪
Teacher salaries: percentage of budget	✪	✪
Administrative salaries: percentage of budget	✪	✪

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	
2015-16 Fiscal Year	
Total expenditures per pupil	$19,466
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$19,466
Annual average teacher salary	$95,846

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	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
CCPA	$19,466	$95,846
OCDE	$11,820	$114,762
California	$6,574	◈
School and district: percentage difference	+64.7%	-16.5%
School and California: percentage difference	+196.1%	◆

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.

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

◈ Information is not available.

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

School Accountability Report Card

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