

**ACCESS Juvenile Hall**  
**2023–24 School Accountability Report Card**  
**Reported Using Data from the 2023–24 School Year**  
**California Department of Education**

<b>Address:</b>	331 City Drive South Orange, CA , 92626	<b>Principal:</b>	Dave Connor, Principal
<b>Phone:</b>	(714) 935-7651	<b>Grade Span:</b>	K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## 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.

## Internet Access

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

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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## About This School

### Dave Connor, Principal

📍 Principal, ACCESS Juvenile Hall

### About Our School

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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 2023.

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).

### Contact

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ACCESS Juvenile Hall  
331 City Drive South  
Orange, CA 92626

Phone: [\(714\) 935-7651](tel:7149357651)

Email: [DConnor@ocde.us](mailto:DConnor@ocde.us)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

<b>District Name</b>	Orange County Department of Education
<b>Phone Number</b>	(714) 966-4000
<b>Superintendent</b>	Bean, Stefan
<b>Email Address</b>	<a href="mailto:sbean@ocde.us">sbean@ocde.us</a>
<b>Website</b>	<a href="http://www.ocde.us">www.ocde.us</a>

### School Contact Information (School Year 2024–25)

<b>School Name</b>	ACCESS Juvenile Hall
<b>Street</b>	331 City Drive South
<b>City, State, Zip</b>	Orange, CA , 92626
<b>Phone Number</b>	(714) 935-7651
<b>Principal</b>	Dave Connor, Principal
<b>Email Address</b>	<a href="mailto:DConnor@ocde.us">DConnor@ocde.us</a>
<b>Website</b>	<a href="http://www.ocde.us">http://www.ocde.us</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	30103063030426

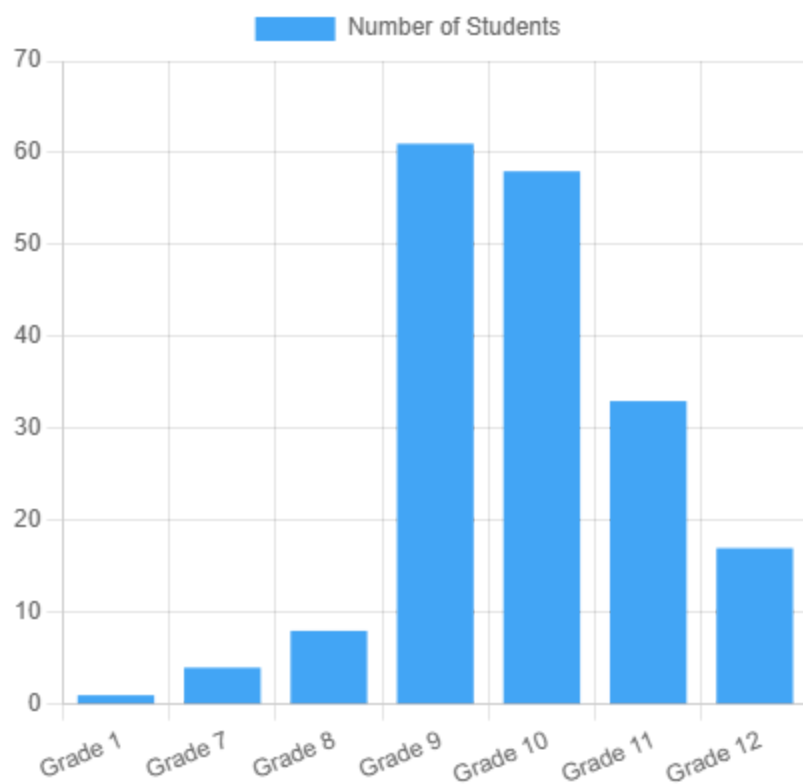
## School Description and Mission Statement (School Year 2024–25)

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.

### Student Enrollment by Grade Level (School Year 2023–24)

The total enrollment at ACCESS Juvenile Hall was 182 students for the 2023-24 school year.

Grade Level	Number of Students
Grade 1	1
Grade 7	4
Grade 8	8
Grade 9	61
Grade 10	58
Grade 11	33
Grade 12	17
Total Enrollment	182



**Student Enrollment by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>	<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Female	13.20%	English Learners	44.00%
Male	86.80%	Foster Youth	16.50%
Non-Binary	0.00%	Homeless	7.70%
American Indian or Alaska Native	0.50%	Migrant	0.00%
Asian	1.10%	Socioeconomically Disadvantaged	100.00%
Black or African American	4.40%	Students with Disabilities	37.90%
Filipino	0.50%		
Hispanic or Latino	74.70%		
Native Hawaiian or Pacific Islander	0.50%		
Two or More Races	0.00%		
White	7.10%		

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Preparation and Placement (School Year 2020–21)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	64.18%	369.20	66.99%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	0.36%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	62.90	11.41%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.00	35.82%	79.80	14.50%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	37.00	6.73%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>33.50</b>	<b>100.00%</b>	<b>551.10</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teacher Preparation and Placement (School Year 2021–22)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	60.61%	432.30	71.15%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.30	1.37%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	26.70	4.40%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13.00	39.39%	81.20	13.38%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	58.90	9.70%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>33.00</b>	<b>100.00%</b>	<b>607.60</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teacher Preparation and Placement (School Year 2022–23)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	67.74%	444.80	72.15%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	9.30	1.52%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	47.20	7.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.00	32.26%	75.70	12.29%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	39.30	6.38%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>31.00</b>	<b>100.00%</b>	<b>616.50</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	12.00	12.00	10
Total Out-of-Field Teachers	12.00	13.00	10

### Class Assignments

Indicator	2020-21 Percent	2021-22 Percent	2022-23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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)	0.00%	0%	0%

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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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 2, 2023.

Year and month in which the data were collected: January 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	* 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.	0
Mathematics	* 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.	0
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.	0
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.	0
Foreign Language	* 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.	0
Health	* 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.	0
Visual and Performing Arts	* 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.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

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 Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Good
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	3%	5%	52%	52%	46%	47%
Mathematics (grades 3-8 and 11)	0%	0%	39%	40%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	66	88.00%	12.00%	4.55%
Female	--	--	--	--	--
Male	65	58	89.23%	10.77%	3.45%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	60	54	90.00%	10.00%	3.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	31	88.57%	11.43%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	69	61	88.41%	11.59%	4.92%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	33	89.19%	10.81%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	66	88.00%	12.00%	0.00%
Female	--	--	--	--	--
Male	65	58	89.23%	10.77%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	60	54	90.00%	10.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	30	88.24%	11.76%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	69	61	88.41%	11.59%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	33	89.19%	10.81%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	0.00%	0.00%	9.20%	12.12%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	26	23	88.46%	11.54%	0.00%
Female	--	--	--	--	--
Male	20	17	85.00%	15.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	22	20	90.91%	9.09%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	14	13	92.86%	7.14%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	24	21	87.50%	12.50%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	13	92.86%	7.14%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Career Technical Education (CTE) Programs (School Year 2023–24)**

Career Technical Education Programs  
 Students at Rio Contiguo and the Juvenile Hall 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 are offered at Rio Contiguo 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.

**Career Technical Education (CTE) Participation (School Year 2023–24)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2023–24)**

**Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	0%	0%	0%	0%	0%
7	86%	86%	86%	86%	86%
9	49%	49%	49%	49%	49%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2024–25)

Research tells us that family engagement in schools makes a big difference. When schools, families and communities work together, student achievement increases. Following the California Dual Capacity Framework, ACCESS Juvenile Hall Schools build trusting relationships with all educational partners and welcome and encourage family participation in a variety of ways.

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

Bilingual Family Community Liaisons reach out to all families as soon as a student is enrolled in classes to conduct a needs assessment, link them to resources in the community, and provide ongoing support.

School counselors and Transition Specialists communicate regularly with families regarding their child's academic needs and progress, college and career goals, and transition plan.

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. Virtual question and answer sessions are also conducted monthly to allow families to connect with school staff.

Parent workshops, provided in-person as well as virtually, are designed to help families build on their strengths and assets while developing new skill sets to support their children's educational and career goals. Workshops address a variety of topics, such as substance use prevention, mental health and wellness, and college and career readiness.

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), and may participate in the Local Control Accountability Plan (LCAP) Advisory Committee.

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

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

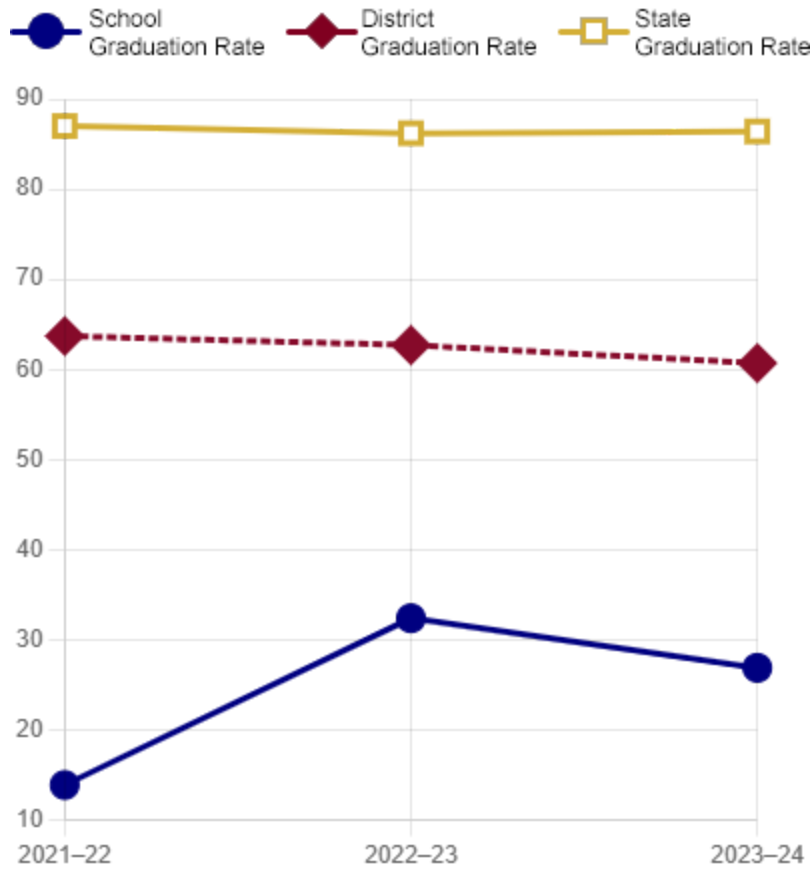
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

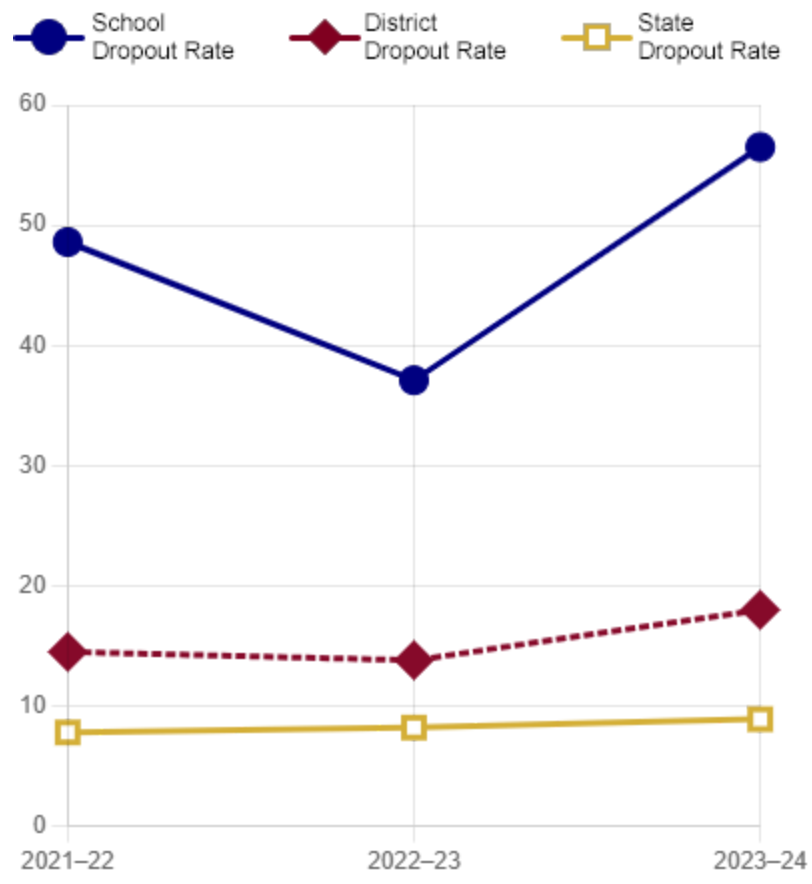
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	13.9%	32.4%	26.9%	63.7%	62.7%	60.7%	87.0%	86.2%	86.4%
Dropout Rate	48.6%	37.1%	56.5%	14.5%	13.8%	18.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



### Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	108	29	26.9%
Female	18	3	16.7%
Male	90	26	28.9%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	80	23	28.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	52	16	30.8%
Foster Youth	24	5	20.8%
Homeless	37	12	32.4%
Socioeconomically Disadvantaged	108	29	26.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	45	12	26.7%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

**Chronic Absenteeism by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	934	472	41	8.7%
Female	187	80	24	30.0%
Male	743	390	17	4.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	--	--	--
Black or African American	69	29	4	13.8%
Filipino	--	--	--	--
Hispanic or Latino	674	358	32	8.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	62	30	3	10.0%
English Learners	345	202	12	5.9%
Foster Youth	196	104	28	26.9%
Homeless	59	37	2	5.4%
Socioeconomically Disadvantaged	934	472	41	8.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	279	184	16	8.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	1.82%	0.99%	1.63%	1.42%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Suspensions and Expulsions by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	1.82%	0%
Female	1.07%	0%
Male	2.02%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	1.93%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	1.61%	0%
English Learners	1.45%	0%
Foster Youth	0.51%	0%
Homeless	5.08%	0%
Socioeconomically Disadvantaged	1.82%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.87%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**School Safety Plan (School Year 2024–25)**

The ACCESS School Site Safety Plan is updated annually; the last review date was January 2024. The next School Site Safety Plan review will be conducted in January 2025. The ACCESS School Site Safety Committee is responsible for approving the School Site Safety Plan and making future recommendations. Members include teachers, administrators, safety coordinators and law-enforcement representatives. The ACCESS School Site Safety Plan is reviewed by the administrator and staff of each administrative unit prior to approval.

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

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

**D. Other SARC information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	1.00	1		
Other**	5.00	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	4.00	1	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	1.00	1	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts				
Mathematics				
Science				
Social Science				

\* 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 and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	18.00	51	9	8
Mathematics	18.00	51	9	8
Science	18.00	51	9	8
Social Science	18.00	51	9	8

\* 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 and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	18.00	51	9	8
Mathematics	18.00	51	9	8
Science	18.00	51	9	8
Social Science	18.00	51	9	8

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2023–24)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	101.11

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

**Student Support Services Staff (School Year 2023–24)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.80
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.30
Social Worker	0.30
Nurse	1.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	
Other**	1.00

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$32067.00	\$0.00	\$32067.00	\$141348.00
District	N/A	N/A	\$17601.00	\$142970.00
Percent Difference – School Site and District	N/A	N/A	54.80%	1.00%
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	33.50%	--

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2023–24)**

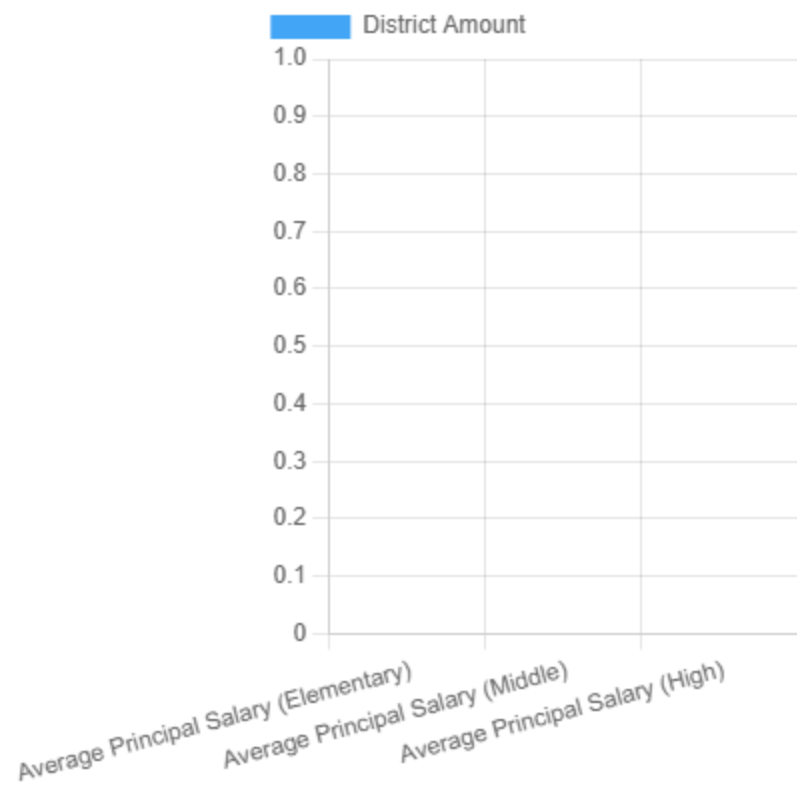
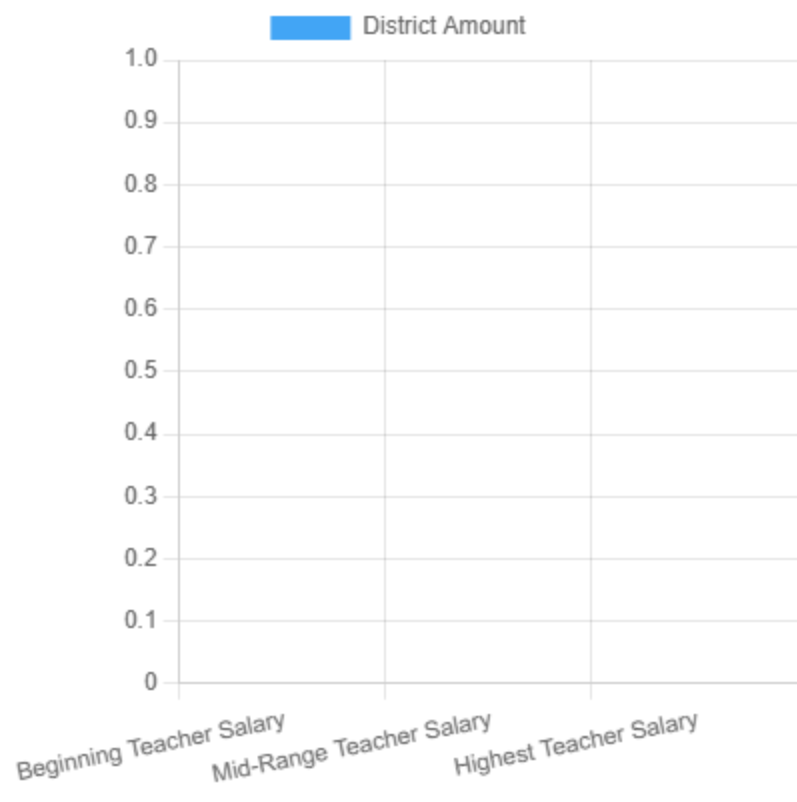
?Categorical funding provides paraprofessionals in almost every classroom as well as professional development, after-school tutoring, transition support and supplemental instructional materials.?

**Teacher and Administrative Salaries (Fiscal Year 2022–23)**

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

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



**Advanced Placement (AP) Courses (School Year 2023–24)**

**Percent of Students in AP Courses 0 %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

\* Where there are student course enrollments of at least one student.

**Professional Development**

<b>Measure</b>	<b>2022– 23</b>	<b>2023– 24</b>	<b>2024– 25</b>
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3