

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

Community Home Education Program (CHEP)

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Costa Mesa, CA 92626

GRADES K-8

Phone: (714) 327-1000 Fax: (714) 327-1030

<http://chep.ocde.us>

Pacific Coast High School (PCHS)

14262 Franklin Avenue, Ste. 100
Tustin, CA 92780

GRADES 9-12

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Orange County Department of Education

Al Mijares, Ph.D., Superintendent

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Principal's Message

Orange County Community School (OCCS) is the umbrella name for two programs: the Community Home Education Program (CHEP) and Pacific Coast High School (PCHS). Both programs are winners of the Exemplary Independent Study Recognition Award.

CHEP is an independent study program, servicing and supporting parents who wish to teach their kindergarten through eighth grade children at home or in community based co-op settings. CHEP provides the guidance, support, and assistance of credentialed teachers to parents in lesson planning, teaching strategies, individualized California Standards-based curriculum selection, students' and teachers' textbooks, and assessment/evaluation of student achievement. The program provides computer labs at each of its four sites, individual and group tutorials, student and parent activities, workshops, and classes.

CHEP's Mission: The purpose of the CHEP is to create a partnership between parents, students, teachers, and the community that will inspire students in grades K-8 to learn and grow to their potential, equip parents to be the most effective teachers of their children, and provide the community with a viable, public, home-based educational option.

PCHS is Western Association of Schools and Colleges (WASC) accredited and offers a public high school curriculum within a combination home-based and college-style learning format. Operationally, it is a service-oriented high school that is the result of a team effort among the parents, students, faculty, and staff. PCHS offers online courses, on-campus electives, at-home electives, support seminars tied to the curriculum; science, math, computer labs and offers UC approved A-G courses.

PCHS's Mission: To provide an exemplary public high school for students who are seeking an alternative, challenging, and relevant educational experience. Through technology, online courses, on-campus courses, electives, and a variety of purposeful active learning opportunities, we prepare students for successful futures. Pacific Coast High School offers a safe and supportive environment for the 21st Century learner.

Professional Development

Professional development opportunities are provided throughout the school year for all staff members. We believe in and provide a learning environment for all students, parents, teachers, and staff. PCHS teachers attend weekly and CHEP teachers attend monthly staff meetings that offer support and training to improve their teaching skills. Teachers and support staff are encouraged to attend a plethora of staff development opportunities offered through OCDE and nationally recognized trainers. Professional development has centered in the areas of technology, math, language arts/writing skills, social science, science, and assessment.

Ten school days are dedicated to staff and professional development yearly, including each of the last three years. Additionally, teachers are encouraged to attend one to three professional developments put on by outside agencies/vendors yearly.

School Safety

OCCS utilizes the ACCESS Safe School Plan, and the staff has written individual site safety plans and holds drills monthly at the elementary level. Staff members conduct site inspections on a regular basis.

CHEP: Each site reviews portions of School Safety Plan monthly (therefore, covering the entire plan in a year). The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2012.

PCHS: The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2011.



Lynn April Hartline
Deputy Superintendent

Nina Boyd
Associate Superintendent

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.

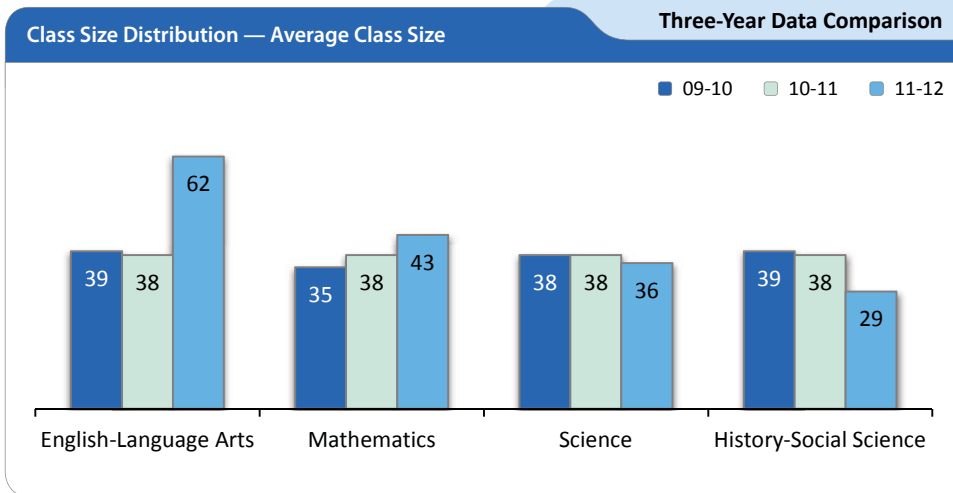
Orange County Board of Education

Robert Hammond, 1st District
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John W. Bedell, Ph.D, 4th District
Elizabeth Parker, 5th District

*"Dedicated to World Class Education...
Where Every Student Succeeds"*

Class Size

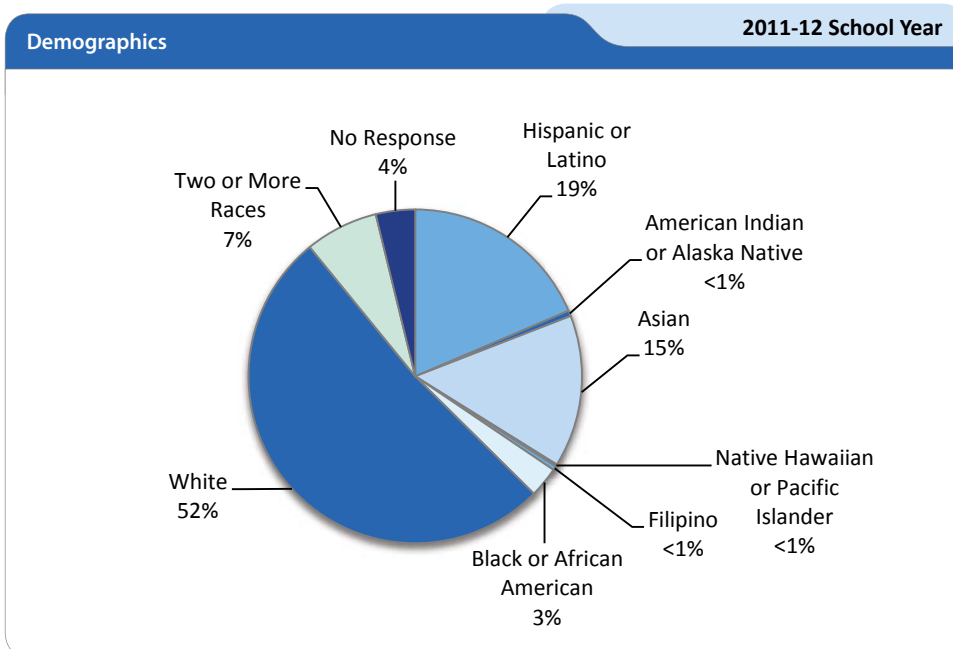
The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		1	8	8	2	4	2		6
Mathematics	1		2	2	1	3	5	1	2
Science		1	2	3		1	1	1	1
History-Social Science		1	6	4	1	1	4		1

Enrollment and Demographics

The total enrollment at the school was 1,497 students for the 2011-12 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

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. 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/.

Percentage of Students Meeting Fitness Standards	
2011-12 School Year	
Grade 5	
Four of Six Standards	5.8%
Five of Six Standards	30.8%
Six of Six Standards	42.3%
Grade 7	
Four of Six Standards	17.3%
Five of Six Standards	17.3%
Six of Six Standards	45.3%
Grade 9	
Four of Six Standards	16.7%
Five of Six Standards	26%
Six of Six Standards	34.4%



School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

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 condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/13/2012
Date of the Most Recent Completion of the Inspection Form			10/10/2012

Deficiencies and Repairs

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

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Structural	Wall cracks. Repairs made in September 2012.	

School Facilities

CHEP is located in four sites throughout Orange County: Costa Mesa, Anaheim, Mission Viejo, and Cypress. PCHS has one site centrally located in Tustin. All sites are leased except for the Costa Mesa facility, which is owned by the Orange County Department of Education. All five OCCS sites have teachers' offices to meet with students and their families, two to four classrooms for on-site classes, a curriculum storage room, and a student computer lab.

The following safety measures are taken to ensure our staff and students have a safe and healthy environment: all students, parents, and visitors must sign-in at the school office when entering or leaving the campus. Parents of K-8 students are required to walk inside the building when dropping off or picking up students. High School students are required to stand in a designated place directly in front of the building when waiting to be picked up by their parents. Professional cleaning crews clean all five sites in the evenings 2-5 times a week. The sites have the carpeting cleaned one to two times yearly, and are painted every time the leases are renewed.

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School Facilities

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Our sites are clean, well decorated, and maintain a "new" look. The parking lots are resurfaced and re-stripped as needed. We have professional landscapers attending the grounds on a weekly basis. Data is collected and reassessed by the school on a continual (weekly and/or monthly) basis to be sure our policies provide the safest and cleanest environment for students.

During 2009-10 no new facility improvement projects took place.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Orange CCS			
	09-10	10-11	11-12
Suspension Rates	0.0%	0.0%	0.0%
Expulsion Rates	0.0%	0.0%	0.0%
Orange CDE			
	09-10	10-11	11-12
Suspension Rates	13.0%	13.0%	9.6%
Expulsion Rates	0.0%	0.0%	0.0%

Textbooks and Instructional Materials

The Orange County Department of Education Board of Education has certified that all students have access to Standards-based instructional materials in the academic core. A State-approved ELA program for K-8 was purchased this year.

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.

Textbooks and Instructional Materials List			2012-13 School Year
Subject	Textbook	Adopted	
English-Language Arts	✕	✕	
Mathematics	✕	✕	
Science	✕	✕	
History-Social Science	✕	✕	

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		2012-13 School Year
		Orange CCS
Subject	Percent Lacking	
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%	

Quality of Textbooks

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

Quality of Textbooks		2012-13 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	
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

✕ Due to Specialized instruction, a list of textbook titles and publishers are not provided. However, a list can be found at the Orange County Department of Education.



*CHEP's Mission:
 "The purpose of the CHEP is to create a partnership between parents, students, teachers, and the community that will inspire students in grades K-8 to learn and grow to their potential, equip parents to be the most effective teachers of their children, and provide the community with a viable, public, home-based educational option."*

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	08/2012



STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Subject	Three-Year Data Comparison											
	Students Scoring at Proficient or Advanced Levels			Orange CCS			Orange CDE			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12			
English-Language Arts	69%	70%	72%	26%	27%	30%	52%	54%	56%			
Mathematics	43%	44%	47%	24%	28%	30%	48%	50%	51%			
Science	65%	63%	64%	23%	23%	23%	54%	57%	60%			
History-Social Science	50%	52%	54%	17%	19%	21%	44%	48%	49%			

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Group	Spring 2012 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	30%	30%	23%	21%
All Students at the School	72%	47%	64%	54%
Male	67%	48%	63%	58%
Female	78%	46%	65%	51%
Black or African American	67%	26%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	81%	66%	77%	57%
Filipino	❖	❖	❖	❖
Hispanic or Latino	62%	33%	54%	41%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	77%	46%	69%	59%
Two or More Races	65%	52%	59%	66%
Socioeconomically Disadvantaged	40%	25%	❖	❖
English Learners	33%	36%	27%	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/in-foguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	6	6	6
Similar Schools API Rank	8	8	9

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						Orange CCS – Actual API Change		
	Orange CCS		Orange CDE		California				
Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	09-10	10-11	11-12	
All Students	952	831	2,442	647	4,664,264	788	12	12	2
Black or African American	30	839	62	678	313,201	710	■	■	■
American Indian or Alaska Native	5	❖	23	566	31,606	742	■	■	■
Asian	156	890	200	818	404,670	905	18	-1	16
Filipino	5	❖	13	784	124,824	869	■	■	■
Hispanic or Latino	173	779	1,297	552	2,425,230	740	0	20	0
Native Hawaiian or Pacific Islander	2	❖	13	486	26,563	775	■	■	■
White	476	828	699	751	1,221,860	853	9	10	-2
Two or More Races	56	818	73	770	88,428	849	■	■	■
Socioeconomically Disadvantaged	22	655	655	523	2,779,680	737	■	■	■
English Learners	81	758	815	527	1,530,297	716	■	■	■
Students with Disabilities	11	716	106	419	530,935	607	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
 ■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	Orange CCS		Orange CDE	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	No	No	No	No
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	Yes		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year	
	Orange CCS	Orange CDE	
Program Improvement Status	Not In PI	In PI	
First Year of Program Improvement	◇	2005-2006	
Year in Program Improvement	◇	Year 3	
Number of Schools Identified for Program Improvement		1	
Percent of Schools Identified for Program Improvement		25.00%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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.

◇ Not applicable.

Parental Involvement

Community Home Education Program (CHEP)

Parents are the catalyst for the CHEP and PCHS programs. The growing number of families in Orange County desiring to educate their children at home under the educational guidance and assistance of the Orange County Department of Education prompted the need and implementation of both programs.

There are a variety of opportunities for family involvement within the two programs.

- Parents and students meet with teachers as often as needed, but meet a minimum of once a month.
- Parents may participate in Parent/Teacher Organizations (PTOs)
- Volunteer opportunities include: assisting with theater arts and drama productions, helping in the library and serving as chaperones on fieldtrips
- Parents may teach classes in extracurricular subjects, such as arts and crafts
- Families are invited to attend school events such as the annual Expo, which features students' science and cultural projects, as well as a student Talent Show

Pacific Coast High School (PCHS)

Pacific Coast High School (PCHS) is a public high school accredited by the Western Association of Schools and Colleges (WASC) that operates very much like a community college for high school students. Parent participation and support is important for students' success. PCHS offers many opportunities for parents to become involved in the school program.

Parents are on campus frequently for impromptu, required, or requested meetings with instructors.

Parents provide weekly academic support for their child by assuring they complete syllabus requirements, weekly assignments; attend electives, required classes, science labs, and all on-campus testing

Parents support off-campus required field trips and student service events by scheduling/providing transportation.

Parents attend college information workshops.

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Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2011-12 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2012	
Group	Orange CCS	Orange CDE	
All Students	100%	46%	
Black or African American	100%	53%	
American Indian or Alaska Native	100%	72%	
Asian	100%	49%	
Filipino	100%	64%	
Hispanic or Latino	100%	42%	
Native Hawaiian or Pacific Islander	❖	44%	
White	100%	56%	
Two or More Races	100%	47%	
Socioeconomically Disadvantaged	100%	53%	
English Learners	100%	39%	
Students with Disabilities	❖	45%	

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsrguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	08-09	09-10	10-11	08-09	09-10	10-11
Orange CCS	⌘	82.63%	85.56%	⌘	12.30%	9.30%
Orange CDE	⌘	82.63%	85.56%	⌘	12.30%	9.30%
California	⌘	74.72%	76.26%	⌘	16.6%	14.4%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

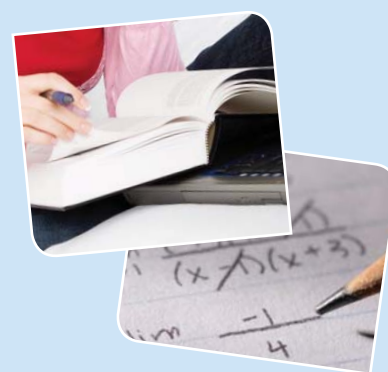
⌘ The 2008-09 graduation and dropout rates are not displayed because they are based on a different method of calculation and cannot be compared to the data using the new cohort calculation method.

Parental Involvement

Continued from page 7

Parents may also support electives on campus, volunteer/assist with drama rehearsals and presentations; mock trial competitions, clubs, and student social events.

For more information on how to become involved, contact Patricia Novak, Principal of CHEP, at (714) 327-1000 or Machele Kilgore, Principal of PCHS, at (714) 245-6500. The website contacts are <http://chep.ocde.us> and <http://www.pch.k12.ca.us>.



Types of Services Funded

Professional development was provided by staff development categorical funding and curriculum was purchased through Instructional Materials Funding Realignment Program (IMFRP) funding.



PCHS's Mission:

"To provide an exemplary public high school for students who are seeking an alternative, challenging, and relevant educational experience."

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	09-10	10-11	11-12	09-10	10-11	11-12
Orange CCS	86%	85%	83%	69%	63%	70%
Orange CDE	28%	29%	24%	22%	20%	19%
California	54%	59%	56%	54%	56%	58%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Students Achieving at Each Performance Levels	2011-12 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	76%	14%	10%	81%	15%	4%
All Students at the School	17%	29%	54%	30%	43%	26%
Male	17%	30%	53%	31%	42%	27%
Female	16%	28%	56%	29%	45%	25%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	7%	29%	64%	13%	33%	53%
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	16%	37%	47%	60%	25%	15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	19%	29%	53%	26%	52%	21%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

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 www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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. (Outside source)

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) 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		2010-11 and 2011-12 School Years
		Orange CCS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2011-12		31.2%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2010-11		0.0%

Career Technical Education Programs

Of PCHS students, 13% requested work permits, 11% obtained entertainment work permits, and 10% enrolled in Vocational Exploration with Vocational Exploration work permits. Approximately 11% of our graduates enter the work force full time. Another 4% enter technical school after graduation, 2% are pursuing professional ballet careers, 4% are attending art academies, and 1% are pursuing professional music careers. Approximately, 87% of PCHS graduates attend college, with the majority enrolling in community college, while working part time.

PCHS has a partnership with Central County ROP and students are encouraged to participate in their CTE programs. Please see individual ROP websites for program sequences offered. PCHS students have participated in ROP courses through North County ROP, Central County ROP, Coastline ROP, Capo-Laguna Beach ROP, and Tri-City ROP. Each ROP is run differently and offers different courses than the others. Please see the individual ROP websites for listings of the primary representatives of the career technical advisory committees and industries represented.

Students are provided information and assistance in pursuing Regional Occupation Program (ROP) courses. A bulletin board accessible by all students displays the ROP information for the four ROP districts and the course offerings. Interested students apply for enrollment. Attendance and grades are sent to the school.

Advanced Placement Courses

No information is available for Orange County Community School regarding advanced placement (AP) courses offered.



Career Technical Education Participation

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

Career Technical Education Data	
2011-12 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0.0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0.0%



"CHEP is an independent study program, servicing and supporting parents who wish to teach their kindergarten through eighth grade children at home or in community based co-op settings."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information	Three-Year Data Comparison			
	Orange CDE	Orange CCS		
	11-12	09-10	10-11	11-12
Teachers				
With Full Credential	341	43	44	45
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Orange CCS		
	10-11	11-12	12-13
Teachers			
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Orange CCS	87.88%	12.12%
All Schools in District	87.22%	12.78%
High-Poverty Schools in District	76.06%	23.94%
Low-Poverty Schools in District	81.10%	18.90%

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

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	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	
Social/Behavioral or Career Development Counselors	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 (non-teaching)	0.0



Financial Data

The financial data displayed in the SARC is from the 2010-11 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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	2010-11 Fiscal Year	
	Orange CDE	Similar Sized District
Beginning Teacher Salary	✕	✕
Mid-Range Teacher Salary	✕	✕
Highest Teacher Salary	✕	✕
Average Principal Salary (Elementary School)	✕	✕
Average Principal Salary (Middle School)	✕	✕
Average Principal Salary (High School)	✕	✕
Superintendent Salary	✕	✕
Teacher Salaries — Percent of Budget	✕	✕
Administrative Salaries — Percent of Budget	✕	✕

Financial Data Comparison

The following 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	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange CCS	\$4,101	\$93,029
Orange CDE	\$7,203	\$103,801
California	\$5,455	\$68,835
School and District — Percent Difference	-75.6%	-11.6%
School and California — Percent Difference	-33.0%	+26.0%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. 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 of each year.

All data accurate as of November 29, 2012.

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	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$4,101
Expenditures Per Pupil From Restricted Sources	\$0
Expenditures Per Pupil From Unrestricted Sources	\$4,101
Annual Average Teacher Salary	\$93,029

"PCHS is Western Association of Schools and Colleges (WASC) accredited and offers a public high school curriculum within a combination home-based and college-style learning format."

