

# Orange County Community School: CHEP/PCHS

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## Community Home Education Program (CHEP)

### GRADES K-8

2910 Redhill Avenue, Ste. 200 Costa Mesa, CA 92626

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

Website: <http://chep.ocde.us>

## Pacific Coast High School (PCHS)

### GRADES 9-12

14262 Franklin Avenue, Ste. 100 Tustin, CA 92780

Phone: (714) 508-9805 Fax: (714) 508-0215

Website: <http://pchs.k12.ca.us>

## William M. Habermehl

Superintendent

Patricia Novak

Principal of CHEP

Machele Kilgore

Principal of PCHS

## 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 a home independent study program, servicing and supporting parents who wish to teach their kindergarten through eighth grade children at home. 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, and 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, and 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.

## Parental Involvement

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

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>.

## Orange County Department of Education



200 Kalmus Drive  
Costa Mesa, CA 92628  
Phone: (714) 966-4000  
Fax: (714) 662-3570  
[www.ocde.k12.ca.us](http://www.ocde.k12.ca.us)

## Orange County Department of Education

William M. Habermehl  
*County Superintendent  
of Schools*

Lynn April Hartline  
*Deputy Superintendent*

John L. Nelson, Ed.D.  
*Associate Superintendent*

## Orange County Board of Education

Long Pham, Ph.D.  
*1st District*

David L. Boyd  
*2nd District*

Dr. Ken L. Williams  
*3rd District*

John W. Bedell, Ph.D.  
*4th District*

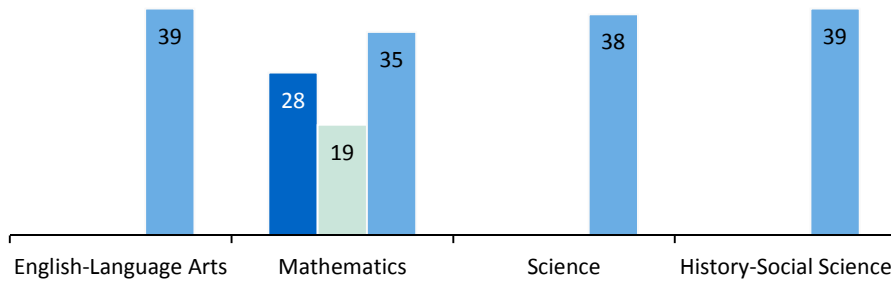
Elizabeth Parker  
*5th District*

**“Dedicated to World Class Education...  
Where Every Student Succeeds.”**

**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

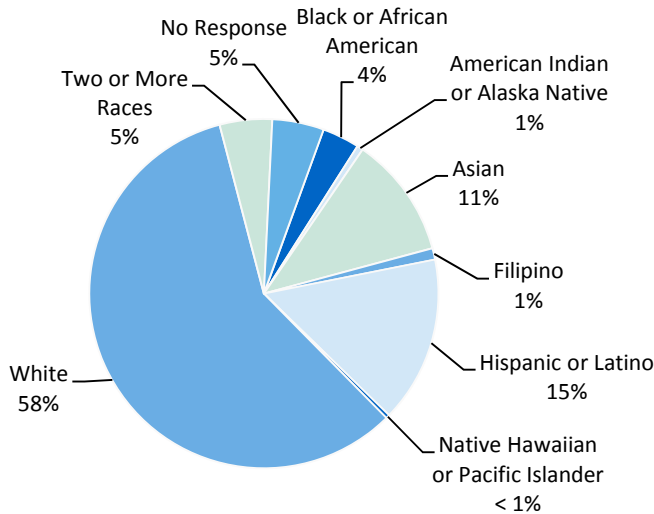


**Class Size Distribution — Number of Classrooms By Size**

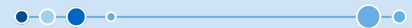
Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts								1	8
Mathematics	1		1	3	1	1	1		2
Science								1	2
History-Social Science								1	6

**Enrollment and Demographics**

The total enrollment at the school was 1,422 students for the 2009-10 school year.



**“Orange County Community School (OCCS) is the umbrella name for two programs: the Community Home Education Program (CHEP) and Pacific Coast High School (PCHS).”**



**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 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			10/05/2010
<b>Date of the Most Recent Completion of the Inspection Form</b>			10/05/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

### 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. Our sites are clean, well decorated, and maintain a “new” look. The parking lots are resurfaced and re-striped 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.

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### School Facilities

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The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$105,740 for the Deferred Maintenance Program. This represents 1.5% of the District's general fund budget.

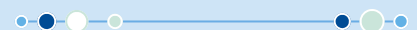


### School Safety

OCCS utilizes the ACCESS Safe School Plan, and the staff has written individual site safety plans and has 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 2010.

**PCHS:** The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2010.



### 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. The State-approved textbook for science 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

Subject	Textbook	Adopted
English-Language Arts	✘	2009-10
Mathematics	✘	✘
Science	✘	2007-08
History-Social Science	✘	✘

✘ 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.

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Orange County Community School

Subject	Percentage 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 (Grades 9-12)	✦

Note: This data was most recently collected and verified in August 2010.

✦ Not applicable.

### Suspensions and Expulsions

Suspension and Expulsion Rates

	Orange CCS			All Schools for OCDE		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	✦	✦	0.0%	2.6%	2.7%	13.0%
Expulsion Rate	✦	✦	0.0%	0.0%	0.0%	0.0%

✦ Information not available.



*“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.”*



### 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.



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Orange CCS			Orange CDE			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
<b>English-Language Arts</b>	62%	65%	69%	23%	25%	26%	46%	50%	52%
<b>Mathematics</b>	41%	43%	43%	20%	21%	24%	43%	46%	48%
<b>Science</b>	56%	59%	65%	19%	21%	23%	46%	50%	54%
<b>History-Social Science</b>	42%	45%	50%	11%	13%	17%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the District</b>	26%	24%	23%	17%
<b>All Students at the School</b>	69%	43%	65%	50%
<b>Male</b>	65%	42%	69%	60%
<b>Female</b>	74%	44%	60%	39%
<b>Black or African American</b>	59%	40%	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	76%	65%	67%	66%
<b>Filipino</b>	❖	❖	❖	❖
<b>Hispanic or Latino</b>	62%	25%	50%	36%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	71%	43%	68%	54%
<b>Two or More Races</b>	65%	51%	67%	42%
<b>Socioeconomically Disadvantaged</b>	50%	15%	❖	❖
<b>English Learners</b>	34%	33%	33%	❖
<b>Students with Disabilities</b>	❖	❖	❖	❖
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖	❖

❖ 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 consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



### Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	7	6	6
Similar Schools API Rank	10	8	8

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-12	14	12
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	2	41	18
Filipino	■	■	■
Hispanic or Latino	-41	28	0
Native Hawaiian or Pacific Islander	■	■	■
White	1	-2	9
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



### 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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, the actual API change in points added or lost for the past three years.



**API Growth by Student Group: 2010 Growth API Comparison**

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Orange CCS	Orange CDE	California
All Students	818	632	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	875	779	890
Filipino	■	■	851
Hispanic or Latino	758	540	715
Native Hawaiian or Pacific Islander	■	■	753
White	822	736	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	532	712
English Learners	■	519	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

**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. Two percent are pursuing professional ballet careers, 4% are attending art academies, and 1% are pursuing professional music careers. Finally, 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.

**Career Technical Education Participation**

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

Career Technical Education Data	
	2009-10 Participation
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	0%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

**API Growth by Student Group: 2010 Growth API Comparison**

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



*“Through technology, online courses, on-campus courses, electives, and a variety of purposeful active learning opportunities, we prepare students for successful futures.”*



### Federal Intervention Program

Federal Intervention Program		
	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		25.0%

◇ Not applicable.

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Orange CCS			Orange CDE			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	94.64%	84.91%	86.99%	49.98%	47.47%	40.88%	80.61%	80.21%	78.59%
1-year Dropout Rate	2.37%	6.74%	12.9%	29.1%	32.07%	34.74%	5.46%	4.88%	5.69%

### Completion of High School Graduation Requirements

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Orange CCS	Orange CDE	California
All Students	97.0%	52.0%	94.5%
Socioeconomically Disadvantaged	0.0%	26.0%	91.3%
English Learners	50.0%	49.0%	98.5%
Students with Disabilities	100.0%	60.0%	53.4%
Black or African American	100.0%	52.0%	89.7%
American Indian or Alaska Native	100.0%	43.0%	95.3%
Asian	100.0%	53.0%	97.4%
Filipino	100.0%	47.0%	98.2%
Hispanic or Latino	100.0%	45.0%	91.6%
Native Hawaiian or Pacific Islander	100.0%	74.0%	95.2%
White	96.0%	57.0%	98.1%
Two or More Races	87.5%	○	◇

○ Data not available from the district at this time.

◇ Data not available from the state at this time.

### Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

*“Pacific Coast High School’s mission is to provide an exemplary public high school for students who are seeking an alternative, challenging, and relevant educational experience.”*

### Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and 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. For more information, visit [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).





### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	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	Yes	No	No	No
API	Yes		Yes	
Graduation Rate	No		No	

### 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.

### Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	∞
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	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
Other	0.0

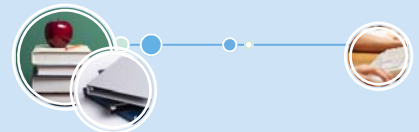
∞ Not applicable.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### 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).



### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but 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 an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Orange CCS	71.7%	77.5%	87.2%	59.0%	66.0%	70.2%
Orange CDE	26.8%	30.9%	32%	22.7%	25.1%	23.8%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

### CAHSEE Results by Student Group: English-Language Arts

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

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	◇	◇	◇
All Students at the School	12.8%	28.7%	58.5%
Male	14.8%	33.3%	51.9%
Female	10.0%	22.5%	67.5%
Black or African American	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇
Asian	◇	◇	◇
Filipino	◇	◇	◇
Hispanic or Latino	25.0%	41.7%	33.3%
Native Hawaiian or Pacific Islander	◇	◇	◇
White	18.9%	21.6%	59.5%
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.

◇ Data not available from the state at this time.

*“Pacific Coast High School offers a safe and supportive environment for the 21st Century learner.”*

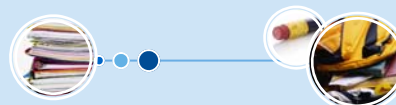
### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
<b>Grade 5</b>	
Four of Six Standards	16.7%
Five of Six Standards	28.2%
Six of Six Standards	33.3%
<b>Grade 7</b>	
Four of Six Standards	20.3%
Five of Six Standards	20.3%
Six of Six Standards	37.8%
<b>Grade 9</b>	
Four of Six Standards	21.4%
Five of Six Standards	37.8%
Six of Six Standards	30.6%



**CAHSEE Results by Student Group: Mathematics**

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	◇	◇	◇
All Students at the School	29.8%	51.1%	19.1%
Male	30.2%	45.3%	24.5%
Female	29.3%	58.5%	12.2%
Black or African American	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇
Asian	◇	◇	◇
Filipino	◇	◇	◇
Hispanic or Latino	50.0%	41.7%	8.3%
Native Hawaiian or Pacific Islander	◇	◇	◇
White	30.6%	47.2%	22.2%
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.  
 ◇ Data not available from the state at this time.

**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, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	08-09
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	32.7%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◇

◇ Information not available.

*“CHEP is a home independent study program, servicing and supporting parents who wish to teach their kindergarten through eighth grade children at home.”*

**CAHSEE Results by Student Group: Mathematics**

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



**Courses Required for UC/CSU Admission**

**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 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 more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Web site at [www.calstate.edu/admission](http://www.calstate.edu/admission).

### Teacher Qualifications

Teacher Credential Information				
	Orange CDE	Orange CCS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	358	48	47	43
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### 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 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			
	Orange CCS		
	08-09	09-10	10-11
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 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Orange CCS	96.3%	3.7%
All Schools in District	85.3%	14.7%
High-Poverty Schools in District	74.2%	25.8%
Low-Poverty Schools in District	88.1%	11.9%

### Advanced Placement Courses

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



**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% 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.



### 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		
Category	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	✕	✕

✕ County offices of education that operate schools are not required to report this data.

### 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	
	Orange CCS
Total Expenditures Per Pupil	\$9,924
Expenditures Per Pupil From Restricted Sources	\$4,962
Expenditures Per Pupil From Unrestricted Sources	\$4,962
Annual Average Teacher Salary	\$85,462

### 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange CCS	\$4,962	\$85,462
Orange CDE	\$8,777	\$98,721
California	\$5,681	\$68,179
School and District — Percent Difference	-76.9%	-15.5%
School and California — Percent Difference	-14.5%	+20.2%

### Financial Data

The financial data displayed in the SARC is from the 2008-09 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### 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.



### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of February 2011.

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