

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 grade K-8 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 of science and math, computer labs, and 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.

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 February 2013.

PCHS: The School Safety Plan was last reviewed, updated, and discussed with the school faculty February 2013.

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.

Mission Statement

We care for, teach, and inspire all ACCESS students to discover their potential, develop their character, and maximize their learning so that they can become successful contributors to society.

Vision Statement

Our students learn in an alternative environment receiving a world class education that ensures their academic and personal success.

Community Home Education Program (CHEP)

Jane Doney, Principal
E-mail: jdoney@ocde.us

2910 Redhill Avenue, Ste. 200
Costa Mesa, CA 92626
Phone: (714) 327-1000

Grades: TK-8
www.ocde.us/chep/

Pacific Coast High School (PCHS)

Machele Kilgore, Principal
E-mail: mkilgore@ocde.us

14262 Franklin Avenue, Ste. 100
Tustin, CA 92780
Phone: (714) 245-6500

Grades: 9-12
pchs.k12.ca.us

CDS Code: 30-10306-3030632

Orange County Department of Education

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Orange County Board of Education

Robert Hammond, 1st District

David L. Boyd, 2nd District

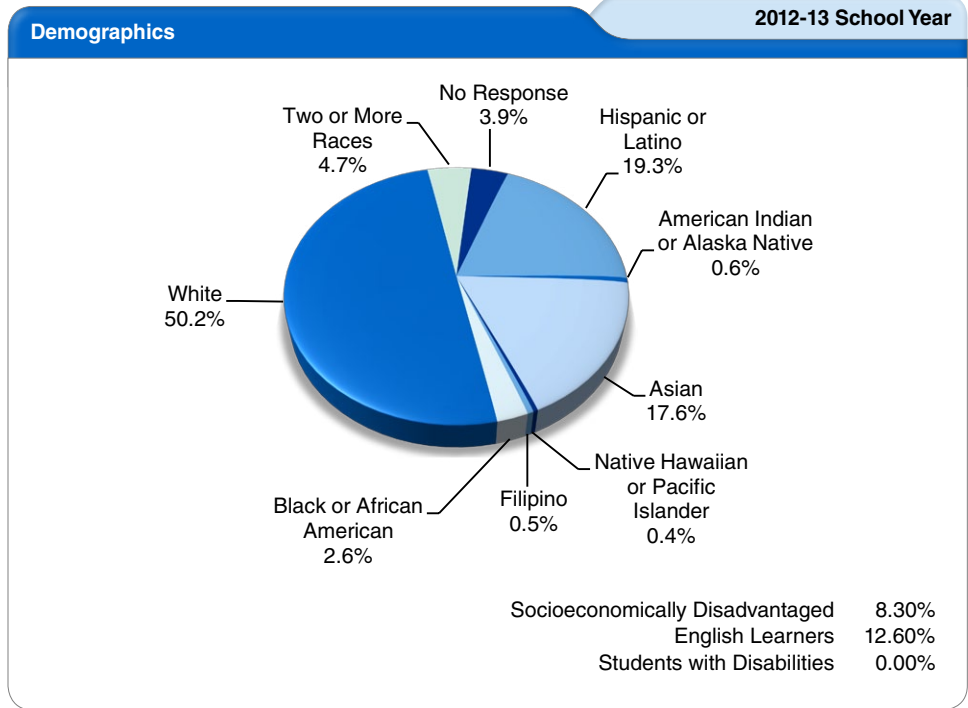
Dr. Ken L. Williams, 3rd District

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

Elizabeth Parker, 5th District

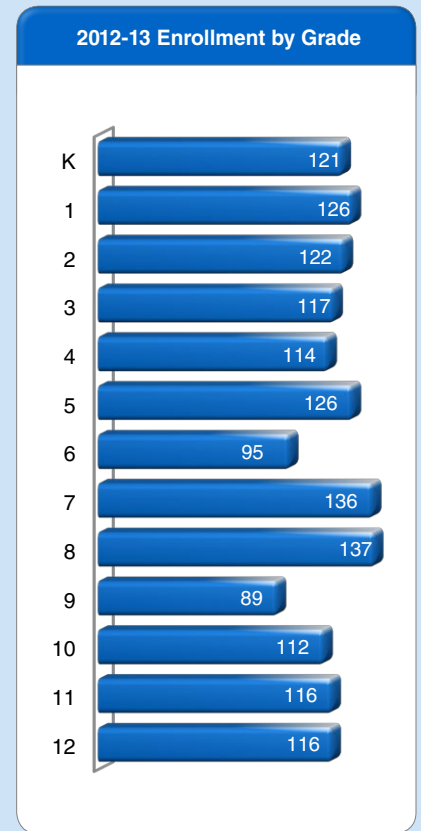
Enrollment by Student Group

The total enrollment at the school was 1,525 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



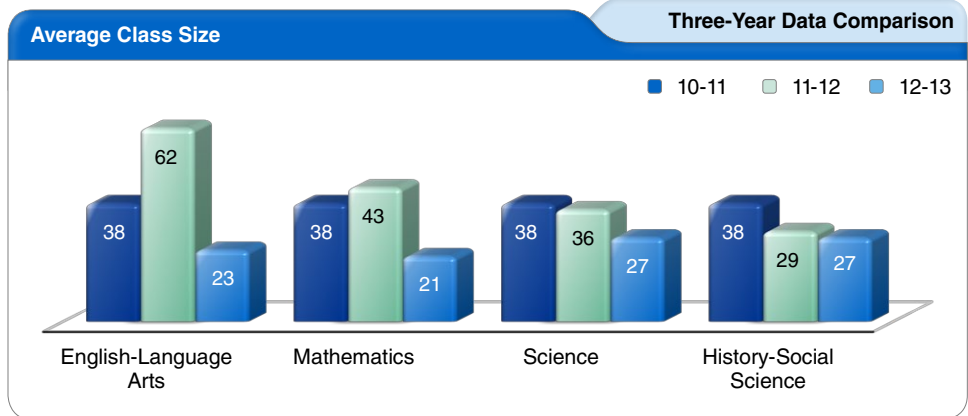
Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.



Class Size Distribution

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



Number of Classrooms by Size **Three-Year Data Comparison**

Subject	10-11			11-12			12-13		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	8	2	4	2		6	9		6
Mathematics	2	1	3	5	1	2	14		3
Science	3		1	1	1	1	4		1
History-Social Science	4	1	1	4		1	4		1



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

Parental Involvement

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

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 and weekly assignments, attend electives, pass required classes, pass science lab requirements, and pass all on-campus testing.

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

Parents attend college information workshops.

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

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

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2012-13 School Year			
	Percentage of Students Meeting Fitness Standards	OCCS: CHEP/PCHS		
		Grade 5	Grade 7	Grade 9
Four of Six Standards	37.80%	26.40%	21.60%	
Five of Six Standards	25.50%	35.50%	34%	
Six of Six Standards	22.40%	22.70%	16.50%	

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.



"Parents are the catalyst for the CHEP and PCHS programs."



Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates			
OCCS: CHEP/PCHS			
	10-11	11-12	12-13
Suspension Rates	0.0%	0.0%	0.0%
Expulsion Rates	0.0%	0.0%	0.0%
Orange CDE			
	10-11	11-12	12-13
Suspension Rates	13.0%	2.2%	1.5%
Expulsion Rates	0.0%	0.0%	0.0%

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content 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 who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	OCCS: CHEP/PCHS			Orange CDE			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	70%	72%	71%	27%	30%	32%	54%	56%	55%
Mathematics	44%	47%	53%	28%	30%	36%	49%	50%	50%
Science	63%	64%	69%	23%	23%	29%	57%	60%	59%
History-Social Science	52%	54%	49%	19%	21%	17%	48%	49%	49%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The 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.

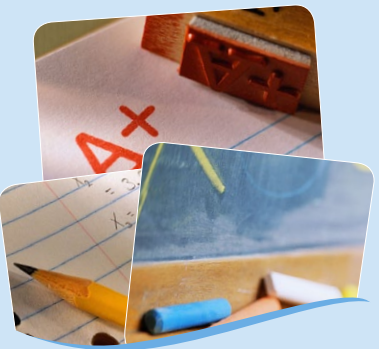
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

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

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	32%	36%	30%	17%
All Students at the School	71%	53%	69%	49%
Male	66%	55%	67%	54%
Female	75%	51%	71%	45%
Black or African American	71%	40%	27%	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	83%	68%	79%	64%
Filipino	❖	❖	❖	❖
Hispanic or Latino	69%	43%	58%	31%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	67%	53%	71%	52%
Two or More Races	75%	58%	82%	56%
Socioeconomically Disadvantaged	73%	42%	❖	❖
English Learners	39%	37%	❖	❖
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.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	6	6	6
Similar Schools API Rank	8	9	9

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 API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 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 www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

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 scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 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	2013 Growth API and Three-Year Data Comparison								
	2013 Growth API						OCCS: CHEP/PCHS - Actual API Change		
	OCCS: CHEP/PCHS		Orange CDE		California		10-11	11-12	12-13
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	920	844	2,293	666	4,655,989	790	12	1	9
Black or African American	26	771	52	652	296,463	708	■	■	■
American Indian or Alaska Native	3	❖	20	482	30,394	743	■	■	■
Asian	195	889	231	852	406,527	906	-1	16	0
Filipino	4	❖	8	❖	121,054	867	■	■	■
Hispanic or Latino	159	824	1,178	570	2,438,951	744	20	2	32
Native Hawaiian or Pacific Islander	2	❖	10	❖	25,351	774	■	■	■
White	464	830	698	753	1,200,127	853	10	-5	-1
Two or More Races	37	865	64	769	125,025	824	■	■	■
Socioeconomically Disadvantaged	22	816	952	548	2,774,640	743	■	■	■
English Learners	108	816	803	558	1,482,316	721	■	■	■
Students with Disabilities	5	❖	121	410	527,476	615	■	■	■

❖ 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 federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following 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 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	OCCS: CHEP/PCHS	Orange CDE
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	No	No
Mathematics	No	No
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts 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) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	OCCS: CHEP/PCHS	Orange CDE
Program Improvement Status	Not Title I	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	100.00%	

✧ Not applicable.

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 admission.universityofcalifornia.edu/.

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

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit dq.cde.ca.gov/dataquest.

UC/CSU Admission	
OCCS: CHEP/PCHS	
2011-12 and 2012-13 School Years	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13	31.15%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12	0.00%

California High School Exit Exam Grade Ten 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		
	10-11	11-12	12-13	10-11	11-12	12-13
OCCS: CHEP/PCHS	85%	83%	85%	63%	70%	73%
Orange CDE	30%	24%	27%	20%	19%	23%
California	59%	56%	57%	56%	58%	60%

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 grade 10 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 mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient, and Not Proficient.

CAHSEE Grade Ten 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. For detailed information regarding the CAHSEE results, visit cahsee.cde.ca.gov/.

Students Achieving at Each Performance Levels	2012-13 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	73%	15%	12%	77%	18%	5%
All Students at the School	15%	35%	50%	27%	48%	25%
Male	23%	38%	38%	23%	49%	28%
Female	8%	32%	60%	31%	48%	21%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	6%	29%	65%	6%	35%	59%
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	14%	52%	34%	48%	33%	19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	18%	32%	50%	25%	61%	14%
Two or More Races	17%	17%	67%	17%	58%	25%
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.

"Pacific Coast High School offers a safe and supportive environment for the 21st century learner."

Completion of High School Graduation Requirements

This table displays school, District, and California data for the number of students in the most recent graduating class who met all State and local graduation requirements for grade 12 completion, including having passed both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) or received a local waiver or State exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	OCCS: CHEP/PCHS	Orange CDE	California
All Students	153	1,398	418,598
Black or African American	❖	51	28,078
American Indian or Alaska Native	❖	14	3,123
Asian	18	68	41,700
Filipino	❖	❖	12,745
Hispanic or Latino	26	834	193,516
Native Hawaiian or Pacific Islander	❖	❖	2,585
White	90	359	127,801
Two or More Races	15	35	6,790
Socioeconomically Disadvantaged	❖	622	217,915
English Learners	18	537	93,297
Students with Disabilities	❖	119	31,683

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/hsgguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	09-10	10-11	11-12	09-10	10-11	11-12
OCCS: CHEP/PCHS	82.63%	85.60%	85.56%	12.30%	9.50%	9.00%
Orange CDE	82.63%	85.60%	85.56%	12.30%	9.50%	9.00%
California	74.72%	77.14%	78.73%	16.60%	14.70%	13.10%

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Career Technical Education Programs

Of PCHS students, 13 percent requested work permits, 11 percent obtained entertainment work permits, and 10 percent enrolled in Vocational Exploration with Vocational Exploration work permits. Approximately 11 percent of our graduates enter the work force full time. Another 4 percent enter technical school after graduation, 2 percent are pursuing professional ballet careers, 4 percent are attending art academies, and 1 percent are pursuing professional music careers. Approximately 87 percent 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 Web sites 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 Web sites 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.

Career Technical Education Participation

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

Career Technical Education Data	
OCCS: CHEP/PCHS	
2012-13 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

School Facility 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.

School Facility Good Repair Status		2013-14 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		08/30/2013	
Date of the Most Recent Completion of the Inspection Form		08/30/2013	

Deficiencies and Repairs

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

Deficiencies and Repairs		2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Structural	Repairs are needed on the roof. Work completion in Spring of 2014.	

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.

School site are in buildings that have passed facility inspection for structural safety, meet building code requirements, and State educational fire codes.

School Facilities

Continued from left

Our sites are clean, well decorated, and maintain a "new" look. The parking lots are resurfaced and restriped 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.

Inspections for the Deferred Maintenance program are done regularly to identify facility needs and maintenance issues. Annual facility inspection evaluations (FIT) are done to certify that we are in compliance with Education Code 17002(d)(2) and to ensure school facilities are in good repair. Monthly routine site inspections are also done by using the Good Repair*/ Safety Report to turn in any facility condition(s) that need immediate repair.

In 2007-08, the ACCESS Community School program implemented a five-year master plan to renovate specific facility repairs and equipment replacement by using funds provided by the State Deferred Maintenance program. These funds are earmarked for the repair of HVAC equipment, electrical needs, paint, and flooring to maintain the operation of the facilities.

In addition, general fund budget allocations are used for tenant improvement projects for sites that were mandated to relocate for various reasons.

Throughout the duration of the five-year master plan, the ACCESS County Community program continues its site renovation project on specific facility repairs and equipment replacement needs. Most recently in 2012-13, three additional sites were renovated through the site renovation project countywide.

In 2013-14, there are plans in early spring to complete the CHEP Central site renovation. The majority renovations will be funded through the State Deferred Maintenance program and/or general fund budget allocations.



Continued on sidebar

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 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 August 2013.



Textbooks and Instructional Materials List		2013-14 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		2013-14 School Year
OCCS: CHEP/PCHS	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		2013-14 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

☒ 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.

Advanced Placement Courses

No information is available for Orange County Community School: CHEP/PCHS regarding Advanced Placement (AP) courses offered.

"CHEP is an independent study program, servicing and supporting parents who wish to teach their grade K-8 children at home or in community based co-op settings."



Currency of Textbook Data

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

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	08/2013

Teacher Qualifications

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

Teacher Credential Information	Three-Year Data Comparison			
	Orange CDE	OCCS: CHEP/PCHS		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	346	44	45	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 (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	OCCS: CHEP/PCHS		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
OCCS: CHEP/PCHS	98.94%	1.06%
All Schools in District	97.35%	2.65%
High-Poverty Schools in District	99.34%	0.66%
Low-Poverty Schools in District	93.42%	6.58%

◇ Not applicable.
★ On an as-needed basis.

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.



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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
Support Staff	
Social/Behavioral or Career Development Counselors	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	★
Social Worker	0.00
Nurse	0.05
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2011-12 Fiscal Year	
	Orange CDE	Similar Sized District
Beginning Teacher Salary	×	×
Mid-Range Teacher Salary	×	×
Highest Teacher Salary	×	×
Average Elementary School Principal Salary	×	×
Average Middle School Principal Salary	×	×
Average High School Principal Salary	×	×
Superintendent Salary	×	×
Teacher Salaries — Percent of Budget	×	×
Administrative Salaries — Percent of Budget	×	×

Financial Data Comparison

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

Financial Data Comparison	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
OCCS: CHEP/PCHS	\$3,810	\$94,698
Orange CDE	\$7,706	\$102,466
California	\$5,537	\$68,369
School and District — Percent Difference	-50.6%	-7.6%
School and California — Percent Difference	-31.2%	+38.5%

× 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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$3,810
Expenditures Per Pupil From Restricted Sources	\$0
Expenditures Per Pupil From Unrestricted Sources	\$3,810
Annual Average Teacher Salary	\$94,698



Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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.

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. For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. 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 December 2013.

School Accountability Report Card

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