

SARC



OCCS: CHEP/PCHS

2014-15
School Accountability Report Card

Published in 2015-16

OUR
MESSAGE

OUR
SCHOOL

OUR
TEACHERS

Community Home Education Program (CHEP)

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Pacific Coast High School (PCHS)

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Principal

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CDS Code: 30-10306-3030632

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 TK-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 TK-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 all core subjects, computer labs, and University of California-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

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 are required to 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 field trips
- 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 and providing transportation.

Parents attend college-information workshops.

Parents may also support electives on campus, volunteer or 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 websites are www.ocde.us/chep and <http://pchs.k12.ca.us>.

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.



Orange County Board of Education

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Mission Statement

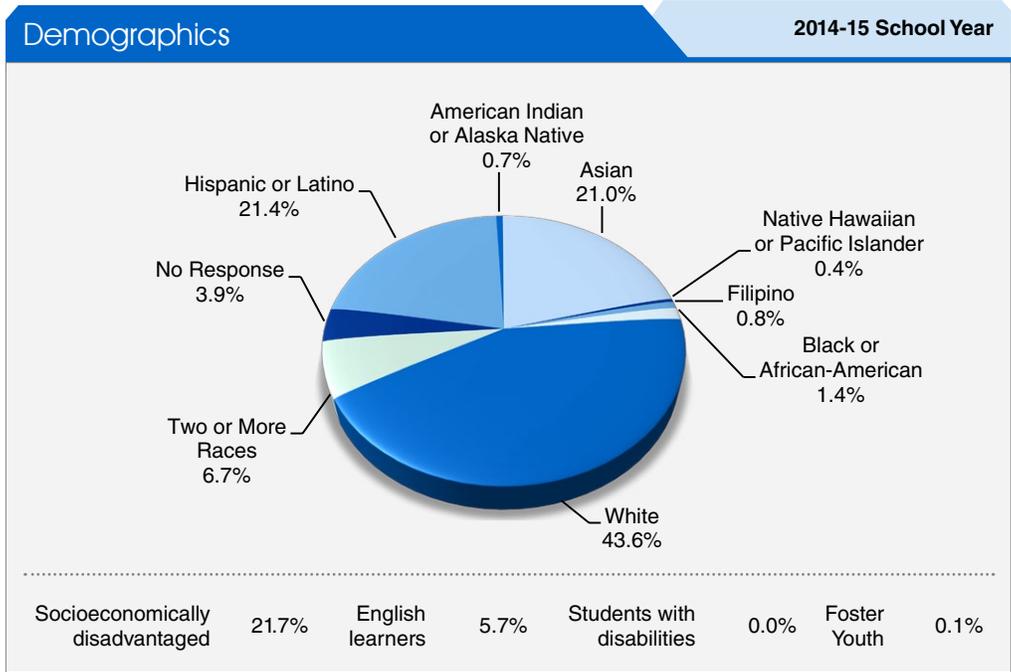
The mission of the Orange County Department of Education is to ensure that all students are equipped with the competencies they need to thrive in the 21st century.

Vision Statement

Orange County will lead the nation in college and career readiness and success.

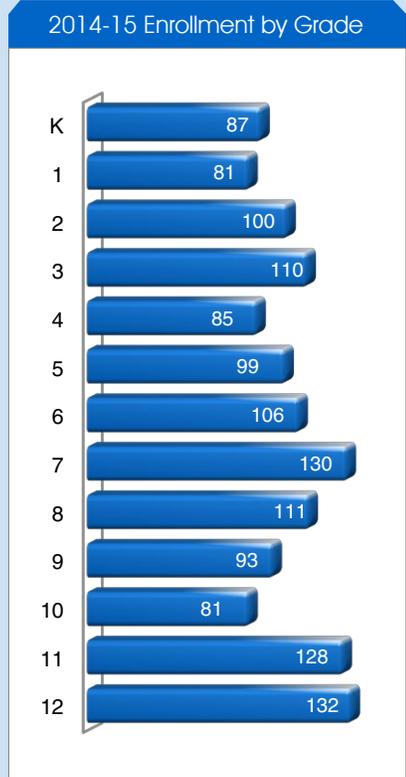
Enrollment by Student Group

The total enrollment at the school was 1,343 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



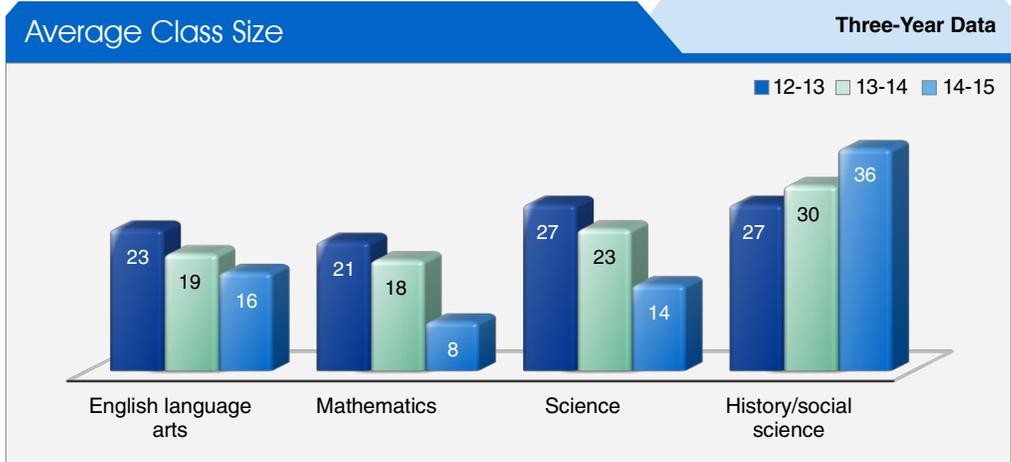
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



Class Size Distribution

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



Number of Classrooms by Size Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	9		6	22		6	20		4
Mathematics	14		3	13	3	2	32		3
Science	4		1	3		1	8		1
History/social science	4		1	3		1	3		1

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 March 2016.

PCHS: The school safety plan was last reviewed, updated and discussed with the school faculty in February 2015.

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:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year	
	OCCS: CHEP/PCHS	OCDE	California
Met overall AYP	No	No	Yes
Met participation rate:			
English language arts	No	No	Yes
Mathematics	No	No	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	Yes	Yes	Yes

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 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 percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 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		2015-16 School Year	
	OCCS: CHEP/PCHS	OCDE	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	❖	2005-2006	
Year in Program Improvement	❖	Year 3	
Number of Title I schools currently in Program Improvement		2	
Percentage of Title I schools currently in Program Improvement		100.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

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



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.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 5

Four of six standards	32.5%
Five of six standards	32.5%
Six of six standards	2.5%

Grade 7

Four of six standards	44.2%
Five of six standards	7.7%
Six of six standards	1.9%

Grade 9

Four of six standards	49.1%
Five of six standards	8.8%
Six of six standards	0.0%

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Subject	Students Scoring at Proficient or Advanced Levels								
	OCES: CHEP/PCHS			OCDE			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	68%	73%	66%	28%	29%	25%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	Students Scoring at Proficient or Advanced Levels	
	2014-15 School Year	
		Science
All students in the district		25%
All students at the school		66%
Male		63%
Female		69%
Black or African-American		❖
American Indian or Alaska Native		❖
Asian		71%
Filipino		❖
Hispanic or Latino		55%
Native Hawaiian or Pacific Islander		❖
White		72%
Two or more races		❖
Socioeconomically disadvantaged		48%
English learners		❖
Students with disabilities		❖
Students receiving Migrant Education services		❖
Foster youth		❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

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

Subject	Percentage of Students Meeting or Exceeding State Standards			
	2014-15 School Year			
		OCES: CHEP/PCHS	OCDE	California
English language arts/literacy		54%	25%	44%
Mathematics		42%	17%	33%

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

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8 and 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	118	54	45.8%	19%	33%	22%	7%
Male		25	21.2%	24%	24%	24%	12%
Female		29	24.6%	14%	41%	21%	3%
Black or African-American		1	0.8%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	10.2%	17%	50%	17%	8%
Filipino		2	1.7%	❖	❖	❖	❖
Hispanic or Latino		11	9.3%	27%	27%	9%	9%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		21	17.8%	14%	33%	24%	10%
Two or more races		5	4.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	12.7%	13%	53%	27%	0%
English learners		10	8.5%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	118	55	46.6%	35%	16%	24%	7%
Male		26	22.0%	35%	12%	19%	15%
Female		29	24.6%	34%	21%	28%	0%
Black or African-American		1	0.8%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		13	11.0%	54%	0%	23%	15%
Filipino		2	1.7%	❖	❖	❖	❖
Hispanic or Latino		11	9.3%	45%	9%	18%	9%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		21	17.8%	19%	29%	33%	0%
Two or more races		5	4.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	12.7%	40%	7%	33%	7%
English learners		10	8.5%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	90	45	50.0%	38%	13%	13%	33%
Male		24	26.7%	46%	4%	13%	33%
Female		21	23.3%	29%	24%	14%	33%
Black or African-American		2	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		23	25.6%	30%	17%	9%	39%
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	6.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		14	15.6%	36%	7%	21%	36%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	11.1%	❖	❖	❖	❖
English learners		5	5.6%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	90	45	50.0%	22%	29%	22%	24%
Male		24	26.7%	13%	29%	21%	33%
Female		21	23.3%	33%	29%	24%	14%
Black or African-American		2	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		23	25.6%	13%	30%	22%	30%
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	6.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		14	15.6%	21%	29%	29%	21%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	11.1%	❖	❖	❖	❖
English learners		5	5.6%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	109	50	45.9%	26%	16%	24%	28%
Male		18	16.5%	44%	6%	28%	17%
Female		32	29.4%	16%	22%	22%	34%
Black or African-American		1	0.9%	❖	❖	❖	❖
American Indian or Alaska Native		2	1.8%	❖	❖	❖	❖
Asian		13	11.9%	15%	31%	15%	38%
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		9	8.3%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		21	19.3%	24%	10%	19%	33%
Two or more races		1	0.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	13.8%	40%	27%	20%	13%
English learners		4	3.7%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	109	51	46.8%	27%	27%	14%	22%
Male		18	16.5%	33%	39%	11%	11%
Female		33	30.3%	24%	21%	15%	27%
Black or African-American		1	0.9%	❖	❖	❖	❖
American Indian or Alaska Native		2	1.8%	❖	❖	❖	❖
Asian		13	11.9%	15%	46%	0%	38%
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		9	8.3%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		22	20.2%	18%	23%	9%	27%
Two or more races		1	0.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	13.8%	47%	33%	20%	0%
English learners		4	3.7%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	117	75	64.1%	11%	25%	35%	19%
Male		44	37.6%	11%	25%	36%	18%
Female		31	26.5%	10%	26%	32%	19%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	0.9%	❖	❖	❖	❖
Asian		27	23.1%	15%	15%	44%	15%
Filipino		1	0.9%	❖	❖	❖	❖
Hispanic or Latino		10	8.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		26	22.2%	8%	31%	38%	19%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	10.3%	17%	42%	25%	8%
English learners		3	2.6%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	117	73	62.4%	12%	25%	33%	21%
Male		44	37.6%	9%	30%	34%	18%
Female		29	24.8%	17%	17%	31%	24%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	0.9%	❖	❖	❖	❖
Asian		26	22.2%	4%	27%	42%	19%
Filipino		1	0.9%	❖	❖	❖	❖
Hispanic or Latino		10	8.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		26	22.2%	15%	12%	42%	23%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	10.3%	25%	33%	25%	8%
English learners		3	2.6%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	138	90	65.2%	3%	24%	33%	23%
Male		38	27.5%	3%	29%	32%	21%
Female		52	37.7%	4%	21%	35%	25%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		20	14.5%	5%	30%	45%	20%
Filipino		3	2.2%	❖	❖	❖	❖
Hispanic or Latino		13	9.4%	8%	15%	8%	8%
Native Hawaiian or Pacific Islander		1	0.7%	❖	❖	❖	❖
White		41	29.7%	2%	24%	29%	32%
Two or more races		5	3.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		22	15.9%	5%	23%	27%	14%
English learners		1	0.7%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	138	89	64.5%	10%	31%	24%	25%
Male		38	27.5%	8%	37%	16%	29%
Female		51	37.0%	12%	27%	29%	22%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		20	14.5%	10%	35%	40%	15%
Filipino		3	2.2%	❖	❖	❖	❖
Hispanic or Latino		13	9.4%	0%	31%	31%	0%
Native Hawaiian or Pacific Islander		1	0.7%	❖	❖	❖	❖
White		41	29.7%	12%	29%	12%	39%
Two or more races		4	2.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		22	15.9%	5%	41%	14%	14%
English learners		1	0.7%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	113	62	54.9%	8%	23%	37%	19%
Male		26	23.0%	12%	31%	35%	15%
Female		36	31.9%	6%	17%	39%	22%
Black or African-American		1	0.9%	◇	◇	◇	◇
American Indian or Alaska Native		1	0.9%	◇	◇	◇	◇
Asian		11	9.7%	0%	18%	45%	36%
Filipino		0	0.0%	◇	◇	◇	◇
Hispanic or Latino		10	8.8%	◇	◇	◇	◇
Native Hawaiian or Pacific Islander		1	0.9%	◇	◇	◇	◇
White		30	26.5%	10%	17%	40%	20%
Two or more races		2	1.8%	◇	◇	◇	◇
Socioeconomically disadvantaged		14	12.4%	7%	57%	14%	0%
English learners		4	3.5%	◇	◇	◇	◇
Students with disabilities		0	0.0%	◇	◇	◇	◇
Students receiving Migrant Education services		0	0.0%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	113	61	54.0%	20%	26%	26%	16%
Male		26	23.0%	23%	27%	23%	15%
Female		35	31.0%	17%	26%	29%	17%
Black or African-American		1	0.9%	◇	◇	◇	◇
American Indian or Alaska Native		1	0.9%	◇	◇	◇	◇
Asian		11	9.7%	9%	27%	45%	18%
Filipino		0	0.0%	◇	◇	◇	◇
Hispanic or Latino		10	8.8%	◇	◇	◇	◇
Native Hawaiian or Pacific Islander		1	0.9%	◇	◇	◇	◇
White		29	25.7%	17%	17%	28%	24%
Two or more races		2	1.8%	◇	◇	◇	◇
Socioeconomically disadvantaged		14	12.4%	36%	29%	14%	7%
English learners		4	3.5%	◇	◇	◇	◇
Students with disabilities		0	0.0%	◇	◇	◇	◇
Students receiving Migrant Education services		0	0.0%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	142	78	54.9%	4%	21%	40%	33%
Male		27	19.0%	7%	22%	33%	37%
Female		51	35.9%	2%	20%	43%	31%
Black or African-American		2	1.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	8.5%	0%	17%	25%	58%
Filipino		3	2.1%	❖	❖	❖	❖
Hispanic or Latino		20	14.1%	0%	15%	70%	15%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		35	24.6%	6%	23%	31%	37%
Two or more races		6	4.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	8.5%	0%	8%	75%	17%
English learners		2	1.4%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	142	72	50.7%	36%	26%	28%	7%
Male		27	19.0%	37%	15%	37%	11%
Female		45	31.7%	36%	33%	22%	4%
Black or African-American		2	1.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	6.3%	❖	❖	❖	❖
Filipino		2	1.4%	❖	❖	❖	❖
Hispanic or Latino		21	14.8%	43%	29%	24%	5%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		32	22.5%	41%	31%	19%	6%
Two or more races		6	4.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	8.5%	33%	33%	33%	0%
English learners		2	1.4%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that 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

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
OCCS: CHEP/PCHS	85%	75%	78%	73%	75%	72%
OCDE	27%	24%	33%	23%	27%	34%
California	57%	56%	58%	60%	62%	59%

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 No Child Left Behind (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 10 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 www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level

2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	67%	16%	18%	66%	23%	11%
All students at the school	22%	24%	54%	28%	38%	34%
Male	23%	33%	43%	19%	48%	32%
Female	21%	17%	63%	32%	32%	36%
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	13%	19%	69%	7%	27%	67%
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	38%	13%	50%	37%	53%	11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	19%	30%	51%	37%	32%	32%
Two or more races	❖	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	25%	19%	56%	38%	44%	19%
English learners	❖	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖	❖	❖

* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

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

❖ Information is not available at this time.

Admission Requirements for California's Public Universities

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

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

Course Enrollment for UC/CSU Admission

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

UC/CSU Admission	2013-14 and 2014-15 School Years
	OCCS: PCHS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	80.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	0.00%

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 workforce 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 career technical education (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, Coast-line 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.

Career Technical Education Participation

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

Career Technical Education Data	2014-15 Participation
	OCCS: PCHS
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%



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.

Suspensions and Expulsions

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

Suspension and Expulsion Rates			
OCCS: CHEP/PCHS			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
OCDE			
	12-13	13-14	14-15
Suspension rates	0.2%	1.0%	0.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



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



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.



Completion of High School Graduation Requirements

Graduating Class of 2014

Group	OCCS: PCHS	OCDE	California
All students	108.82%	74.57%	84.60%
Black or African-American	50.00%	53.85%	76.00%
American Indian or Alaska Native	100.00%	30.00%	78.07%
Asian	177.78%	102.17%	92.62%
Filipino	❖	62.50%	96.49%
Hispanic or Latino	113.64%	67.90%	81.28%
Native Hawaiian or Pacific Islander	❖	66.67%	83.58%
White	98.25%	97.75%	89.93%
Two or more races	100.00%	117.39%	82.80%
Socioeconomically disadvantaged	115.38%	68.65%	81.36%
English learners	83.33%	53.98%	50.76%
Students with disabilities	❖	69.06%	61.28%
Foster youth	❖	❖	❖

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsrguidance.pdf for more information.

Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
OCCS: PCHS	**	**	**	**	**	**
OCDE	85.85%	87.54%	88.62%	8.90%	7.30%	6.70%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

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

❖ Information is not available at this time.

* County Office of Education administered schools receive the countywide rate.

Advanced Placement Courses

No information is available regarding Advanced Placement (AP) courses offered by subject at OCCS:CHEP/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 and 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 or vendors yearly.

Professional Development Days

2013-14	10 days
2014-15	10 days
2015-16	10 days

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.

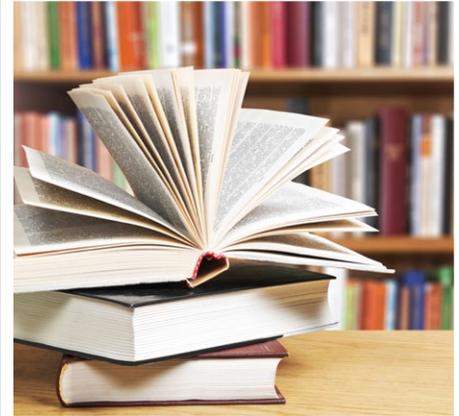
The Orange County Department of Education has affirmed that each pupil, including English learners, has their own textbook to use in class and to take home. This public hearing occurred in August 2016.

Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	☒	☒
Mathematics	☒	☒
Science	☒	☒
History/social science	☒	☒

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



Currency of Textbook Data

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

Currency of Textbooks

2015-16 School Year

Data collection date	8/2015
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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

2015-16 School Year

OCCS: CHEP/PCHS	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	0%



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve 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.

Quality of Textbooks

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

Quality of Textbooks

2015-16 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

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 and 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		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Poor	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			9/14/2015
Date of the most recent completion of the inspection form			9/14/2015

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. Work orders specifically detailing deficiencies and repairs have been submitted through the program's online work-order system. Most repairs will be done by in-house facilities maintenance crews. Any repairs requiring specialized work was scheduled to take place during December 2015-January 2016 by licensed contractors to bring facilities to good repair.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Electrical	Replaced various ballasts/lights. September-December 2015	
Structural	Roof replacement planned at one school site. December 2015-January 2016	

School Facilities

CHEP is located in three sites throughout Orange County: Costa Mesa, Anaheim, 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 four OCCS sites have teacher 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 TK-8 students are required to walk inside the building when dropping off or picking up students.

Continued on sidebar



School Facilities

Continued from left

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 four sites in the evenings two to five 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.

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 conditions 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.

The Orange County Department of Education ACCESS County Community School program continues its master plan by focusing on specific facilities and equipment that qualify or need repair/renovation and/or replacement by using funds provided by School Deferred Maintenance and district general budget allocations.

In 2015-16 one community school site was identified for a roof renovation. This project's timeline is from December 2015 to January 2016.

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

Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	OCDE	OCCS: CHEP/PCHS		
Teachers	15-16	13-14	14-15	15-16
With full credential	293	42	41	42
Without full credential	6	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	OCCS: CHEP/PCHS		
Teachers	13-14	14-15	15-16
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 the Elementary and Secondary Education Act (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 2014-15 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	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
OCCS: CHEP/PCHS	98.90%	1.10%
All schools in district	92.04%	7.96%
High-poverty schools in district	89.52%	10.48%
Low-poverty schools in district	98.90%	1.10%

✦ 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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✦
Support Staff	
FTE	
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.4
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.6
Resource specialist (nonteaching)	0.9



Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data		2013-14 Fiscal Year	
	OCDE	Similar Sized District	
Beginning teacher salary	⊕	⊕	
Midrange teacher salary	⊕	⊕	
Highest teacher salary	⊕	⊕	
Average elementary school principal salary	⊕	⊕	
Average middle school principal salary	⊕	⊕	
Average high school principal salary	⊕	⊕	
Superintendent salary	⊕	⊕	
Teacher salaries: percentage of budget	⊕	⊕	
Administrative salaries: percentage of budget	⊕	⊕	

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		2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
OCES: CHEP/PCHS	\$4,761	\$95,045	
OCDE	\$8,834	\$104,214	
California	\$5,348	◇	
School and district: percentage difference	-46.1%	-8.8%	
School and California: percentage difference	-11.0%	◆	

⊕ County Office of Education that operate schools are not required to report this data.

◇ Data is not available.

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

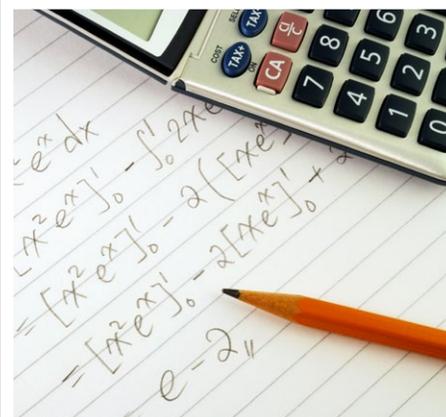
Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. 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 2015.

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$4,761
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$4,761
Annual average teacher salary	\$95,045



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.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.