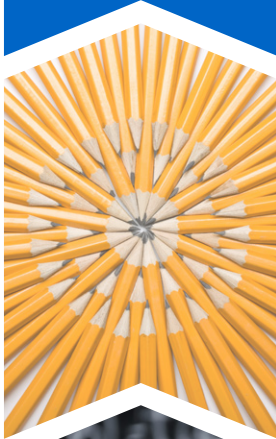


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



OCCS: CHEP/PCHS

Community Home Education Program (CHEP)

Jane Doney

Principal

jdoney@ocde.us

2910 Redhill Avenue, Suite 100
Costa Mesa, CA 92626

Grades: TK-8
Phone: (714) 327-1000
www.ocde.us/chep

Pacific Coast High School (PCHS)

Machele Kilgore

Principal

mkilgore@ocde.us

14262 Franklin Avenue, Suite 100
Tustin, CA 92780

Grades: 9-12
Phone: (714) 245-6500
pchs.k12.ca.us

CDS Code: 30-10306-3030632

Orange County Department of Education

Orange County Department of Education • 200 Kalmus Drive • Costa Mesa, CA 92626 • www.ocde.us

Al Mijares, Ph.D., Superintendent • amijares@ocde.us • Phone: (714) 966-4000



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 the CHEP Parent Association (CPA).
- Volunteer opportunities include: assisting with theater arts and drama productions, helping in the library, and serving as chaperones on field trips.
- Parents partner with CHEP teachers to offer classes and clubs to provide academic and social opportunities, such as yearbook classes, Spanish Club and presentation classes.
- CHEP offers parent universities throughout the year which provide topic and grade-specific professional development to increase parents' capacity and effectiveness as their child's primary teacher.
- 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 the principal of CHEP, Jane Doney, at (714) 327-1000 or the 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.

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.



Orange County Board of Education

Rebecca Gomez, *1st District*

David L. Boyd, *2nd District*

Dr. Ken L. Williams, *3rd District*

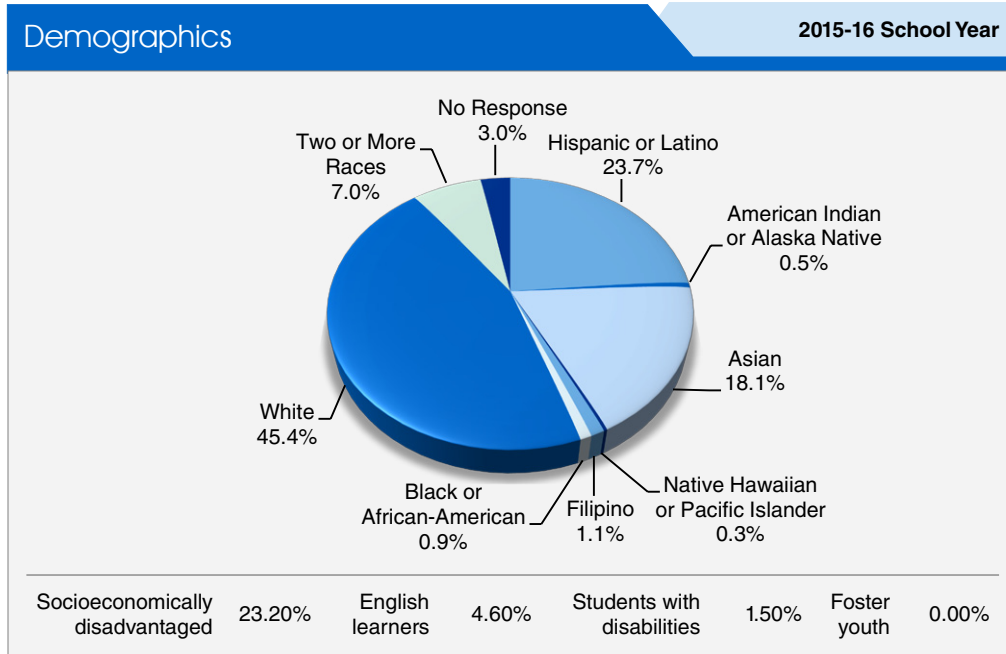
John W. Bedell, Ph.D.; *4th District*

Linda Lindholm, *5th District*



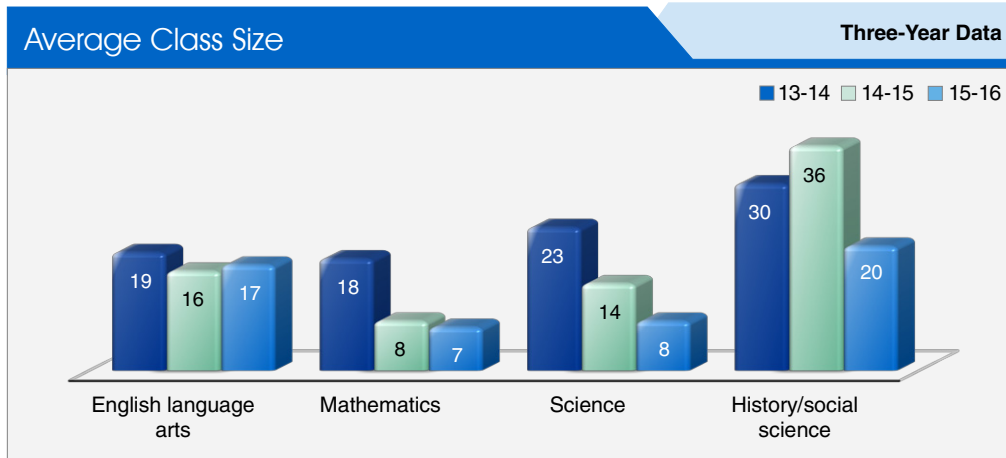
Enrollment by Student Group

The total enrollment at the school was 1,095 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

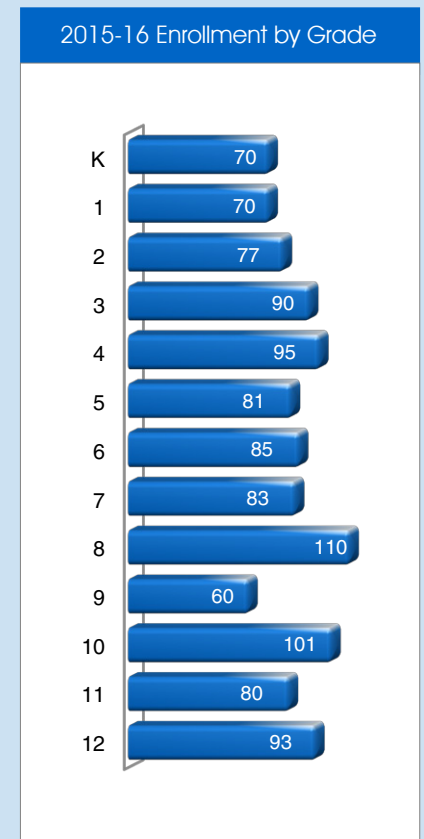


Number of Classrooms by Size **Three-Year Data**

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	22		6	20		4	13	1	3
Mathematics	13	3	2	32		3	32	2	1
Science	3		1	8		1	10		1
History/social science	3		1	3		1	3		1

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



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 the school safety plan monthly (therefore, covering the entire plan in a year). The school safety plan was last reviewed, updated and discussed with the school faculty in February 2017.

PCHS: The school safety plan was last reviewed, updated and discussed with the school faculty in February 2017.



Professional Development

The schools operated in ACCESS offer a variety of instructional strategies and programs to meet student needs. Those students struggling with basic skills are given direct support through specialized programs such as Max Scholar, iLit20, Lexia Core 5, and Accelerated Reader. High-quality professional development activities designed by school personnel support instructional practices leading to improved student achievement. Teachers and administrators participated in a variety of visitations, conferences, workshops, and in-services on topics such as writing strategies, literacy, instructional strategies, and personal/social development.

Three full staff-development days are held during the school year, and five two-hour staff-development meetings are scheduled to provide opportunities for teacher collaboration and professional growth. Topics have included mathematics, Alternative Teaching Strategies and Reaching Students of Poverty. New teachers were supported by instructional coaches and administrative staff in the areas of classroom management, individualized instruction, alternative teaching strategies and teaching resources for the at-risk student. New teachers were also supported by the Beginning Teacher Support and Assessment Program (BTSA) Induction.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
OCCS:CHEP/PCHS	3 days	3 days	3 days

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.

Suspensions and Expulsions	Three-Year Data								
	OCCS:CHEP/PCHS			OCDE			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspension rates	0.0%	0.0%	0.0%	1.0%	0.6%	4.1%	4.4%	3.8%	3.7%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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	2016-17 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 schools currently in Program Improvement	2	
Percentage of schools currently in Program Improvement	100.00%	

◇ 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

2015-16 School Year

Grade 5

Four of six standards	22.90%
Five of six standards	48.60%
Six of six standards	17.10%

Grade 7

Four of six standards	20.00%
Five of six standards	44.00%
Six of six standards	28.00%

Grade 9

Four of six standards	17.80%
Five of six standards	44.40%
Six of six standards	24.40%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	OCCS:CHEP/PCHS			OCDE			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	73%	66%	64%	29%	25%	32%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	310	184	59.35%	63.59%	
Male	156	95	60.90%	58.95%	
Female	154	89	57.79%	68.54%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	56	43	76.79%	69.77%	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	64	35	54.69%	54.29%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	145	74	51.03%	64.86%	
Two or more races	22	16	72.73%	56.25%	
Socioeconomically disadvantaged	65	34	52.31%	47.06%	
English learners	12	9	75.00%	33.33%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	OCCS:CHEP/PCHS		OCDE		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	60%	67%	30%	28%	44%	48%
Mathematics	47%	56%	20%	18%	33%	36%

❖ 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.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8 and 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 3				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	86	43	50.00%	57.50%
Male	37	14	37.80%	50.00%
Female	49	29	59.20%	61.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	10	83.30%	60.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	11	42.30%	37.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	36	19	52.80%	63.20%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	8	40.00%	28.60%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 3				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	86	39	45.40%	66.70%
Male	37	14	37.80%	64.30%
Female	49	25	51.00%	68.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	10	83.30%	80.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	8	30.80%	62.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	36	18	50.00%	72.20%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	7	35.00%	42.90%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	97	35	36.10%	45.70%
Male	37	10	27.00%	60.00%
Female	60	25	41.70%	40.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	25	8	32.00%	37.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	45	15	33.30%	40.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	19	10	52.60%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	97	35	36.10%	42.90%
Male	37	10	27.00%	80.00%
Female	60	25	41.70%	28.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	25	8	32.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	45	15	33.30%	40.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	19	10	52.60%	20.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	82	37	45.10%	75.80%
Male	46	23	50.00%	80.00%
Female	36	14	38.90%	69.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	18	12	66.70%	72.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	19	7	36.80%	100.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	40	13	32.50%	70.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	18	9	50.00%	66.70%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	82	36	43.90%	55.90%
Male	46	22	47.80%	61.90%
Female	36	14	38.90%	46.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	18	12	66.70%	58.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	19	7	36.80%	85.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	40	12	30.00%	40.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	18	8	44.40%	33.30%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	89	43	48.30%	60.47%
Male	38	12	31.60%	58.33%
Female	51	31	60.80%	61.29%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	12	60.00%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	49	20	40.80%	70.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	11	55.00%	54.55%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	89	43	48.30%	46.51%
Male	38	12	31.60%	50.00%
Female	51	31	60.80%	45.16%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	12	60.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	49	20	40.80%	50.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	11	55.00%	18.18%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	84	37	44.10%	81.08%
Male	39	13	33.30%	76.92%
Female	45	24	53.30%	83.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	6	50.00%	100.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	9	40.90%	88.89%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	40	17	42.50%	70.59%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	14	6	42.90%	66.67%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	84	37	44.10%	67.57%
Male	39	13	33.30%	76.92%
Female	45	24	53.30%	62.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	6	50.00%	83.33%
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	9	40.90%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	40	17	42.50%	76.47%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	14	6	42.90%	50.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 8				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	108	55	50.90%	77.78%
Male	49	24	49.00%	75.00%
Female	59	31	52.50%	80.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	10	62.50%	80.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	7	43.80%	71.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	56	27	48.20%	76.92%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	27	13	48.20%	58.33%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 8				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	108	54	50.00%	56.60%
Male	49	23	46.90%	65.22%
Female	59	31	52.50%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	10	62.50%	80.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	6	37.50%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	56	27	48.20%	53.85%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	27	13	48.20%	33.33%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	106	❖	❖	❖
Male	43	❖	❖	❖
Female	63	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	29	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	52	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	25	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	106	❖	❖	❖
Male	43	❖	❖	❖
Female	63	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	29	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	52	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	25	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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. 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 may include percentages over 100 percent 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/ci/g/hs/hsggrmin.asp or www.cde.ca.gov/ci/g/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	OCCS:CHEP/PCHS	OCDE	California
All students	159.80%	74.30%	85.66%
Black or African-American	150.00%	58.97%	76.88%
American Indian or Alaska Native	100.00%	170.00%	74.87%
Asian	411.11%	143.48%	92.78%
Filipino	❖	12.50%	96.80%
Hispanic or Latino	163.64%	64.39%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	122.81%	100.75%	87.23%
Two or more races	155.56%	134.78%	91.36%
Socioeconomically disadvantaged	100.00%	36.53%	76.61%
English learners	33.33%	50.27%	50.90%
Students with disabilities	❖	87.77%	68.38%
Foster youth	◇	◇	◇

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
OCCS:CHEP/PCHS	**	**	**	**	**	**
OCDE	87.54%	88.62%	89.96%	7.30%	6.70%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ 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 Offices of Education administered schools receive the countywide rate.

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 course 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 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	
OCCS:CHEP/PCHS	
2014-15 and 2015-16 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%



Textbooks and Instructional Materials

The Orange County Board of Education has certified that all students have access to standards-based instructional materials in the academic core.

The textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

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

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/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 most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	8/3/2016	

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 is 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, Coastline ROP, Capo-Laguna Beach ROP and Tri-City ROP. Each ROP is run differently and offers different courses than the others. Please see the individual ROP websites for listings of the primary representatives of the career technical advisory committees and industries represented.

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

Career Technical Education Participation

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

Career Technical Education Data		2015-16 Participation
		OCCS:CHEP/PCHS
Number of pupils participating in CTE	0	
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%	
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%	

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	
2016-17 School Year	
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	
2016-17 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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/1/2016
Date of the most recent completion of the inspection form			9/30/2016

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		2016-17 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Electrical	Various ballasts/lights need to be replaced. Replacement of various ballasts/lights completed September-December 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.

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 three 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.

Continued on sidebar

School Facilities

Continued from left

School sites 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.

Routine maintenance, repairs and safety issues are reported through a work order system. These work orders are prioritized and the work is performed by school facility maintenance staff.

Quarterly prevention inspections are conducted by school facility maintenance staff and contracted services to maintain equipment and devices for the operating system of school sites.

The Orange County Department of Education ACCESS County Community School program continues its master plan by using the identifiers mentioned above 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.

These funds are earmarked exclusively for HVAC equipment, electrical issues and upgrades, paint, and flooring renovations to maintain the operation of the school facilities.

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

Advanced Placement Courses

Advanced Placement (AP) courses are currently not offered at this time.



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	16-17	14-15	15-16	16-17
With a full credential	279	41	42	39
Without a 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 that 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	14-15	15-16	16-17
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

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

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
OCCS:CHEP/PCHS	96.04%	3.96%
All schools in district	98.76%	1.24%
High-poverty schools in district	99.67%	0.33%
Low-poverty schools in district	96.04%	3.96%

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 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.

School Mission Statement

The ACCESS mission is to provide a continuum of services for agency partners and school districts that prepare all students to be college and career ready.

School Vision Statement

ACCESS students will be college and career ready by acquiring 21st century skills to become contributing members of their community.



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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.15
Average number of students per academic counselor	335
Support Staff	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00



Financial Data

The financial data displayed in this SARC is from the 2014-15 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		2014-15 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		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
OCCS:CHEP/PCHS	\$4,243	\$95,641
OCDE	\$9,473	\$109,743
California	\$5,677	◇
School and district: percentage difference	-55.2%	-12.9%
School and California: percentage difference	-25.3%	◆

⊕ County Offices 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 and 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.

All data accurate as of January 2017.

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$4,243
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$4,243
Annual average teacher salary	\$95,641

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.

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

PUBLISHED BY:

SIA School
Innovations
& Achievement
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