

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## OCCS: CHEP/PCHS

CDS Code 30-10306-3030632

Machele Kilgore  
Principal  
mkilgore@ocde.us

**Community Home  
Education Program (CHEP)**

Grades TK-8

14262 Franklin Avenue  
Suite 200  
Tustin, CA 92780

(714) 327-1010

[www.ocde.us/chep](http://www.ocde.us/chep)

**Pacific Coast High School  
(PCHS)**

Grades 9-12

14262 Franklin Avenue  
Suite 100  
Tustin, CA 92780

(714) 245-6500

[pchs.k12.ca.us](http://pchs.k12.ca.us)



## Orange County Department of Education

200 Kalmus Drive Costa Mesa, CA 92626 ▪ [www.ocde.us](http://www.ocde.us)

Al Mijares, Ph.D., Superintendent ▪ [amijares@ocde.us](mailto:amijares@ocde.us) ▪ (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 transitional kindergarten (TK) through eighth grade children at home or in community-based co-op settings. CHEP provides the guidance, support, and assistance of credentialed teachers to parents in lesson planning, teaching strategies, individualized California standards-based curriculum selection, students' and teachers' textbooks, and assessment/evaluation of student achievement. The program provides laptops and technology at each classroom, 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 best described as a community college format for high school students. PCHS offers online courses, on-campus electives, independent electives, support classes tied to all core subjects, wet labs for science courses, and highly competitive academic, performing arts, and community service clubs. PCHS offers several variations of academic tracks that include University of California-approved A-G courses, NCAA approved courses, and several other academic support tracks.

**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 is 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 each month.

Parents may participate in the CHEP Parent Association.

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 that features students' science and cultural projects, as well as a student talent show.

### PCHS

PCHS is a public high school accredited by the WASC that operates very much like a community college for high school students. PCHS offers A-G approved courses for college-bound students and courses approved through the NCAA for athletes. 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 and PCHS, Machele Kilgore, at (714) 245-6500. The websites are [www.ocde.us/chep](http://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

Mari Barke, 2nd District

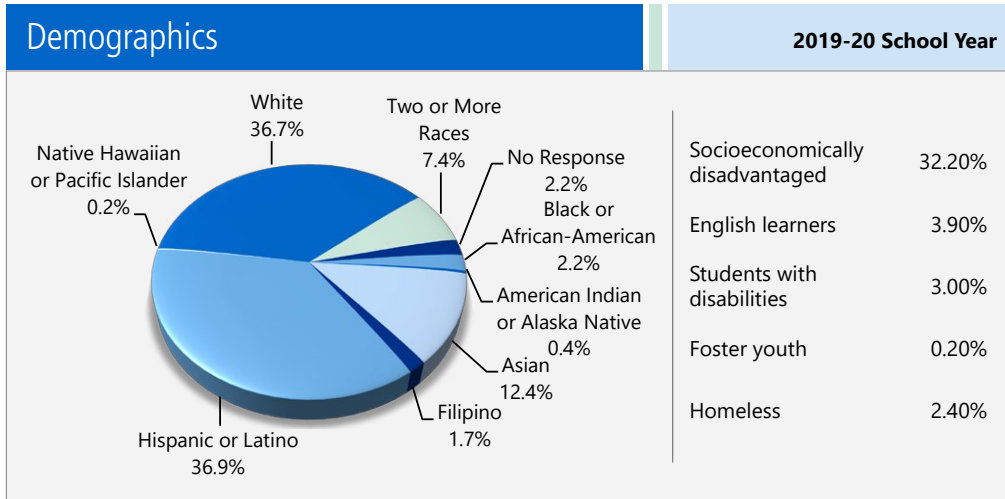
Dr. Ken L. Williams, 3rd District

Tim Shaw, 4th District

Lisa Sparks, Ph.D., 5th District

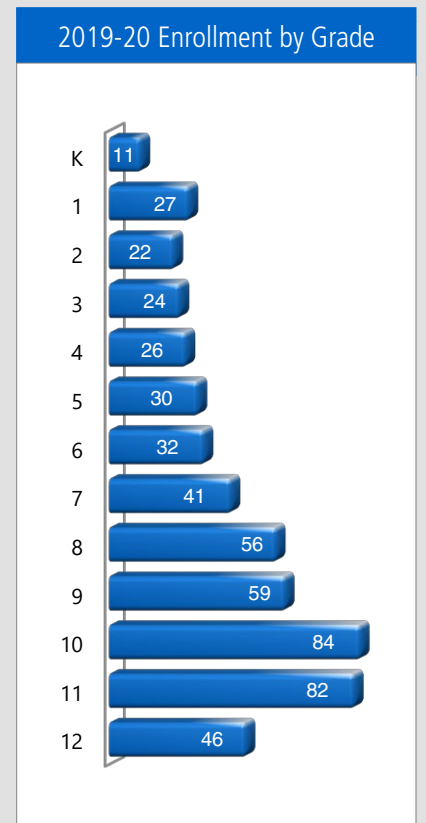
## Enrollment by Student Group

The total enrollment at the school was 540 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



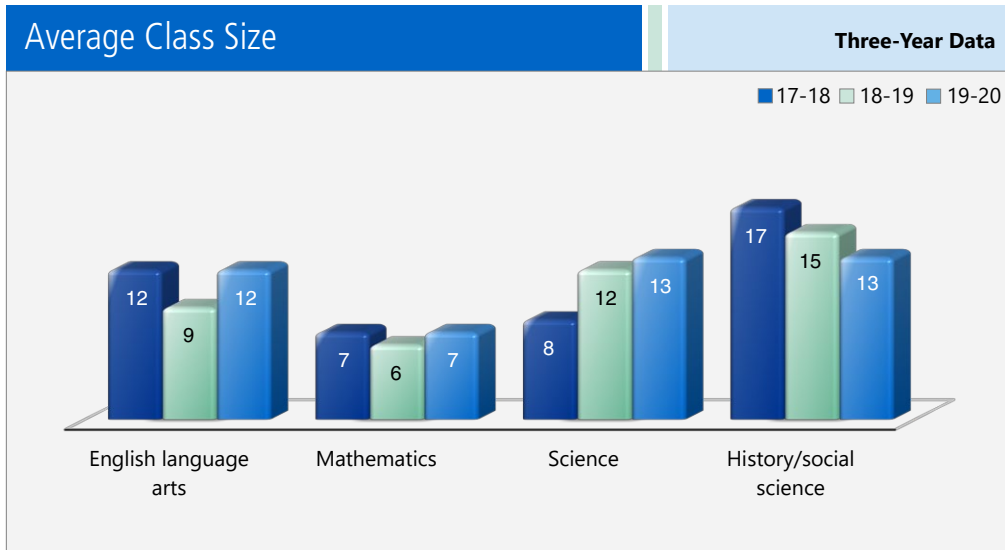
## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 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. 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

Subject	Three-Year Data								
	2017-18			2018-19			2019-20		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	18	1	3	22		4	16		3
Mathematics	26		1	29	2		26	1	
Science	8		1	7		1	9	1	1
History/social science	4		1	4		1	5		1

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards in science for all students.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	OCCS: CHEP/PCHS		Orange CDE		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	41%	◇	26%	◇	30%	◇

## CAASPP Test Results in ELA and Mathematics 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 (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	OCCS: CHEP/PCHS		Orange CDE		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	73%	◇	44%	◇	51%	◇
Mathematics	37%	◇	32%	◇	40%	◇

## 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2019-20 School Year		
Percentage of Students Meeting Fitness Standards	OCCS: CHEP/PCHS			
	Grade 5	Grade 7	Grade 9	
Four of six standards	◇	◇	◇	
Five of six standards	◇	◇	◇	
Six of six standards	◇	◇	◇	

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

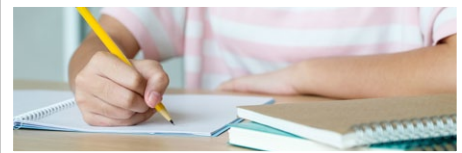
## California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics 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](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 CAA 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.

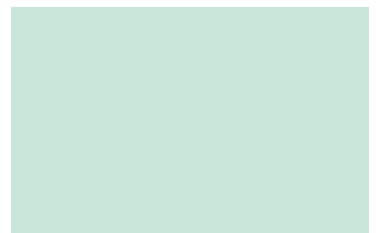
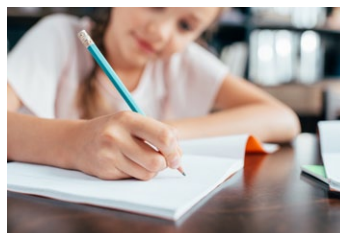




### CAASPP Results by Student Group: Science (grades 5, 8 and high school)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

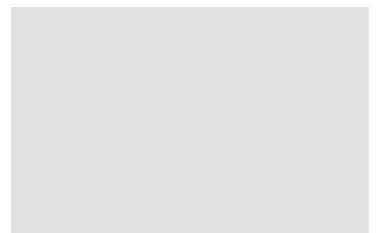
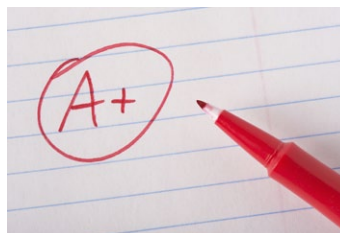




### CAASPP Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

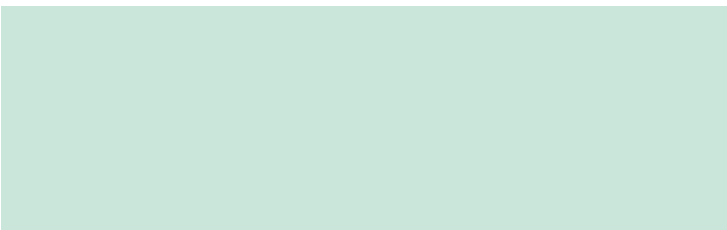




### CAASPP Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





### Career Technical Education Programs

Of PCHS students, 13% requested work permits, 11% obtained entertainment work permits and 10% enrolled in Vocational Exploration with Vocational Exploration work permits. Approximately 11% of our graduates enter the workforce full time. Another 4% enter technical school after graduation, 2% are pursuing professional ballet careers, 4% are attending art academies, and 1% is pursuing professional music careers. Approximately 87% of PCHS graduates attend college, with the majority enrolling in community college while working part time. PCHS has an in-house CTE Cord Program and is offering a variety of online CTE electives that focus on career experiences. The 2020-21 school year will be the first year we add hands-on CTE elective options as well as certificate training programs for our students. PCHS also brought attention to some errors in the Cal-Pads reporting that negatively impacted our CCI scores. This should be corrected in this current year report.

PCHS Students concurrently attend community college courses and local ROP courses that are included on their high school transcripts toward graduation requirements.



### 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		
	16-17	17-18	18-19	16-17	17-18	18-19
<b>OCCS: CHEP/PCHS</b>	**	**	**	**	**	**
<b>Orange CDE</b>	91.00%	87.15%	36.00%	5.20%	6.52%	30.10%
<b>California</b>	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

### Courses for University of California (UC) and/or California State University (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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	2018-19 and 2019-20 School Years
	OCCS: CHEP/PCHS
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2019-20</b>	91.14%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19</b>	0.00%

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

### Career Technical Education Participation

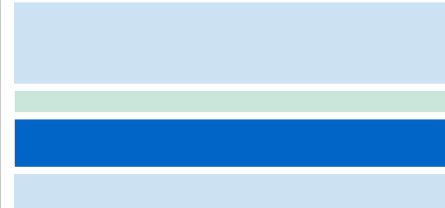
This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
OCCS: CHEP/PCHS	
2019-20 Participation	
<b>Number of pupils participating in a CTE program</b>	9
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	0%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	0%



### Advanced Placement Courses

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







## 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 on August 5, 2020.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Reading/language arts	☒	☒
Mathematics	☒	☒
Science	☒	☒
History/social science	☒	☒

☒ Due to Specialized Instruction, we do not provide a list of textbook titles and publishers. However, a list is available at the Orange County Department of Education.

## 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 Safety

The ACCESS School Site Safety Plan is updated annually; the last review date was in March 2020. The next School Site Safety Plan review will be conducted on March 2021. The ACCESS School Site Safety Committee is responsible for approving the School Site Safety Plan and making future recommendations. Members include teachers, administrators, safety coordinators, and law-enforcement representatives. The ACCESS School Site Safety Plan is reviewed by the administrator and staff of each administrative unit prior to approval. Contents of the School Site Safety Plan include, but are not limited to, board policies, safe school strategies and programs, crisis-response procedures and threat-assessment protocols. We assign duties to staff in school sites in the event of a crisis and establish what lines of communication will be used to contact each other and parents. Schools practice drills once each semester, liaisons are trained semi-annually, and new hires are trained on the safety plan during onboarding. All schools must designate a room for counseling and the crisis command post. Our Comprehensive School Safety outlines the Suspension and Expulsion Policy, which covers Education Code 48900 and details the documentation process. Furthermore, an Inventory Audit for emergency supplies and materials was conducted in January 2020.

In addition, individual school sites develop school safety plans customized to address their specific needs. Site-specific safety plans are kept at the sites and their regional administrative offices. The ACCESS Site Safety Committee meets monthly and collaborates to ensure all ACCESS sites have the tools and resources to implement their site safety plan.

OCCS utilizes the ACCESS Safe School Plan, and the staff has written individual site safety plans and holds drills each semester. 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 March 2021. Due to CHEP staff being off for the summer and COVID restrictions, there was no fire drill in July 2020; however, CHEP successfully completed the fire drill in September 2020.

**PCHS:** The school safety plan is reviewed quarterly with the staff during staff meetings. Monthly safety topics are covered with the staff and the school holds fire and earthquake drills each semester. PCHS also had an active shooter training in June 2019. The Safety Plan was last reviewed with staff in March 2021.

## 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	
2020-21 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	
2020-21 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

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2020-21 School Year	
Data collection date	8/5/2020



### School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2020-21 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	10/26/2020	
<b>Date of the most recent completion of the inspection form</b>	10/26/2020	

### School Facilities

Alternative Education/ACCESS school sites are mostly located on leased properties throughout Orange County. CHEP is located at one site in Tustin. PCHS has one site centrally located in Tustin. Both 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.

We take the following safety measures 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 both 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.

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. We resurface and restripe the parking lots as needed. We have professional landscapers tending 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.

Continued on sidebar

### School Facilities

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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.



### Types of Services Funded

Both PCHS and CHEP are supported by an Academic Support Assistant (ASA) provided by Title I. The ASA for each program is allotted 16 hours a week to work with students who need specific curriculum content support or who may need help with daily accountability of assignments. Both programs also have support when needed from a Family Liaison from ACCESS for Local Control Funding Formula (LCFF) family and community resources.

### Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2018-19	3
2019-20	3
2020-21	3



## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Orange CDE	OCCS: CHEP/PCHS		
Teachers	20-21	18-19	19-20	20-21
<b>With a full credential</b>	140	22	22	20
<b>Without a full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	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	18-19	19-20	20-21
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions	Three-Year Data					
	OCCS: CHEP/PCHS		Orange CDE		California	
	17-18	18-19	17-18	18-19	17-18	18-19
<b>Suspension rates</b>	0.0%	0.0%	2.6%	3.4%	3.5%	3.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
	OCCS: CHEP/PCHS		Orange CDE		California	
	19-20		19-20		19-20	
<b>Suspension rates</b>	0.0%		1.6%		*	
<b>Expulsion rates</b>	0.0%		0.0%		*	

## 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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	540:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	1.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	1.00
<b>Social worker</b>	0.75
<b>Nurse</b>	0.50
<b>Speech/language/hearing specialist</b>	0.50
<b>Resource specialist (nonteaching)</b>	1.00

\* California suspension and expulsion data is not available at this time.



### Financial Data

The financial data displayed in this SARC is from the 2018-19 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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certified Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://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](http://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.

Salary Data	2018-19 Fiscal Year	
	Orange CDE	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.

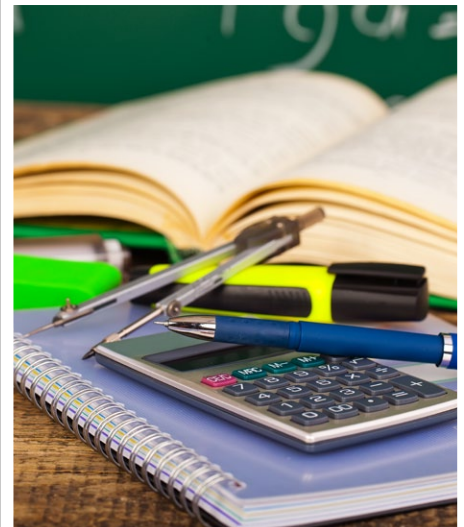
Financial Data Comparison	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
OCCS: CHEP/PCHS	\$4,172	\$114,679
Orange CDE	\$14,274	\$126,456
California	\$7,750	◇
School and district: percentage difference	-70.8%	-9.3%
School and California: percentage difference	-46.2%	◆

- ⊗ County Office of Education schools are not required to display this data (Education Code Section 41409.3).
- ◇ Information is not available.
- ◆ The percentage difference cannot be calculated because California Average Teacher Salary is not available.

### 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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$4,172
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$4,172
Annual average teacher salary	\$114,679



### 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.