Orange County Community School: CHEP/PCHS

CDS Code 30-10306-3030632

Community Home Education Program (CHEP)

Spencer Gooch, Principal ▪ sgooch@ocde.us
Grades TK-8 ▪ www.ocde.us/chep

14262 Franklin Avenue, Suite 200 Tustin, CA 92780
(714) 327-1010

Pacific Coast High School (PCHS)

Erik Bagger, Principal ▪ ebagger@ocde.us
Grades 9-12 ▪ pchs.k12.ca.us

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(714) 245-6500
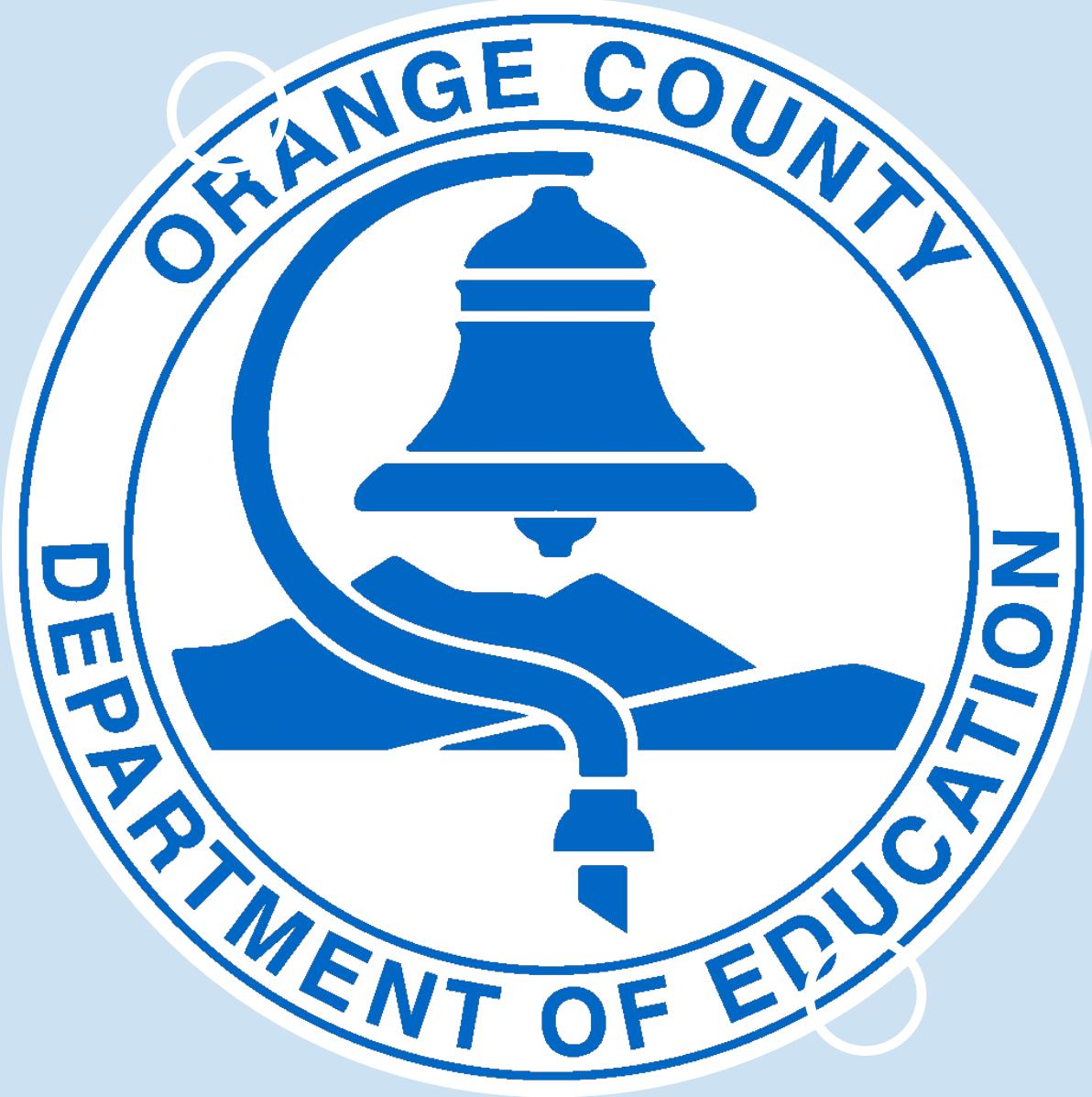
Orange County Department of Education

200 Kalmus Drive Costa Mesa, CA 92626 ▪ www.ocde.us
Dr. Stefan Bean, Superintendent ▪ Sbean@ocde.us ▪ (714) 966-4000

Principal's Message

Orange County Community School (OCCS) is the umbrella name for two programs: Community Home Edu¬cation 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 pro¬vides 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, electives, and weekly 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 program. Parents join with a credentialed teacher to work closely on educating their student/child. 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. There are a variety of opportunities for family involvement within the CHEP program. Parents and students meet with teachers as often as needed, along with specific program engagement requirements. Parents and students are notified about campus events via a school wide message system of email, voicemail, and text notifications. Communication with the CHEP teacher and mandatory engagement creates a very supporting and successful home education program.

CHEP offers opportunities for parent attendance for performances, exhibitions and social events. Parents are always welcome to call teachers and can request a teacher conference at any time.

Parents and students are invited to various surveys throughout the year to inform decisions at a district and school level. For more information on how to become involved, contact the principal Spencer Gooch, at (714) 327-1000, or visit the website https://ocde.us/CHEP/Pages/Default.aspx

PCHS

PCHS is a public, WASC-accredited high school 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 parents are invited to attend drama performances, art shows and school competitions. Parents have access to all course syllabi and online courses as observers. Parents and students are notified about campus events via a schoolwide message system of email, voicemail, and text notifications.

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 and events on campus through school request opportunities.

Parents and students are invited to various surveys throughout the year to inform decisions at a district and school level.

For more information on how to become involved, contact the principal, Erik Bagger, at (714) 245-6500 (main phone line), or visit the website http://pchs.k12.ca.us.

District 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.

District Vision Statement

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

Orange County Board of Education

Jorge Valdes, Esq., 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 290 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)

- American Indian or Alaska Native 0.3%
- Asian 12.4%
- Filipino 1.4%
- No Response 2.1%
- Two or More Races 6.2%
- White 28.6%
- Native Hawaiian or Pacific Islander 0.7%
- Hispanic or Latino 48.3%

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	54.10%
Male	45.20%
Non-Binary	0.70%
English Learners	3.80%
Foster Youth	0.00%
Homeless	2.40%
Migrant	0.00%
Socioeconomically Disadvantaged	45.50%
Students with Disabilities	7.90%

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.

Average Class Size (Three-Year Data)

Legend: ■ 22-23 ■ 23-24 ■ 24-25

Subject	22-23	23-24	24-25
English language arts	9	9	10
Mathematics	13	6	6
Science	15	7	6
Social science	14	11	8

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade

Grade	Enrollment
K	14
1	15
2	18
3	13
4	7
5	12
6	20
7	21
8	14
9	21
10	39
11	45
12	51
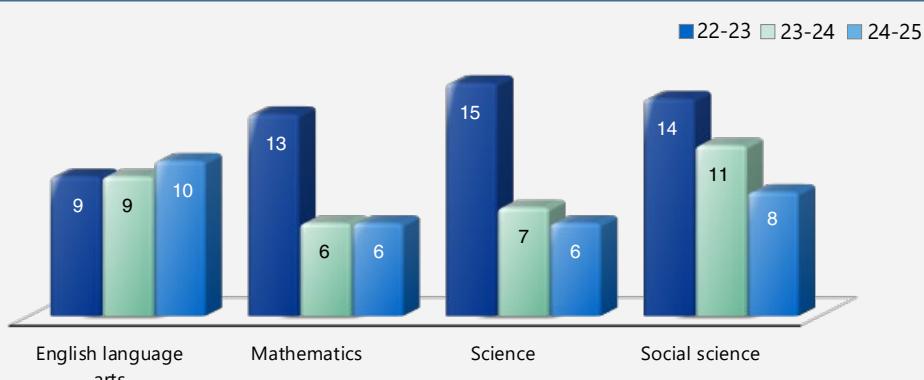
Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
	Number of Students								
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	21	4		18	2		16	1	
Mathematics	1			21			20		
Science	7	2		16			15		
Social science	6	2		5	1		9		
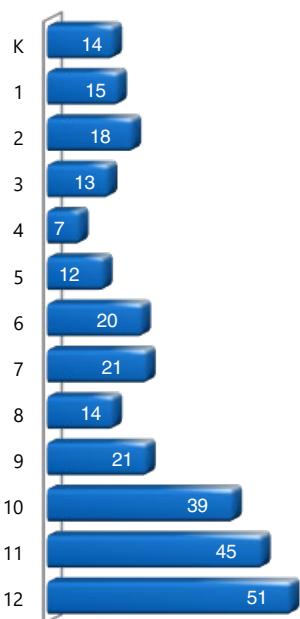
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	OCCS: CHEP/PCHS			OCDE			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.00%	0.00%	0.00%	1.60%	1.40%	0.90%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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. 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 participating in each of the five fitness components 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 Participating in each of the Five Fitness Components

2024-25 School Year	
Grade 5	
Component:	%
1. Aerobic Capacity	74%
2. Abdominal Strength and Endurance	74%
3. Trunk Extensor and Strength and Flexibility	74%
4. Upper Body Strength and Endurance	74%
5. Flexibility	74%
Grade 7	
Component:	%
1. Aerobic Capacity	72%
2. Abdominal Strength and Endurance	72%
3. Trunk Extensor and Strength and Flexibility	72%
4. Upper Body Strength and Endurance	72%
5. Flexibility	72%
Grade 9	
Component:	%
1. Aerobic Capacity	74%
2. Abdominal Strength and Endurance	74%
3. Trunk Extensor and Strength and Flexibility	74%
4. Upper Body Strength and Endurance	74%
5. Flexibility	74%

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).

CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	OCCS: CHEP/PCHS		OCDE		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	32.56%	39.62%	12.12%	11.11%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	OCCS: CHEP/PCHS		OCDE		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	57%	59%	52%	53%	46%	48%
Mathematics	29%	29%	40%	42%	34%	37%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) 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 Test Results by Student Group: Science (grades 5, 8 and high school)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	73	53	72.60%	27.40%	39.62%
Female	39	28	71.79%	28.21%	42.86%
Male	34	25	73.53%	26.47%	36.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	23	67.65%	32.35%	21.74%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	25	18	72.00%	28.00%	50.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	37	27	72.97%	27.03%	18.52%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	156	99	63.46%	36.54%	58.59%
Female	78	48	61.54%	38.46%	60.42%
Male	77	50	64.94%	35.06%	56.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	13	59.09%	40.91%	92.31%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	70	47	67.14%	32.86%	48.94%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	11	8	72.73%	27.27%	❖
White	46	26	56.52%	43.48%	61.54%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	77	49	63.64%	36.36%	46.94%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	4	33.33%	66.67%	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.
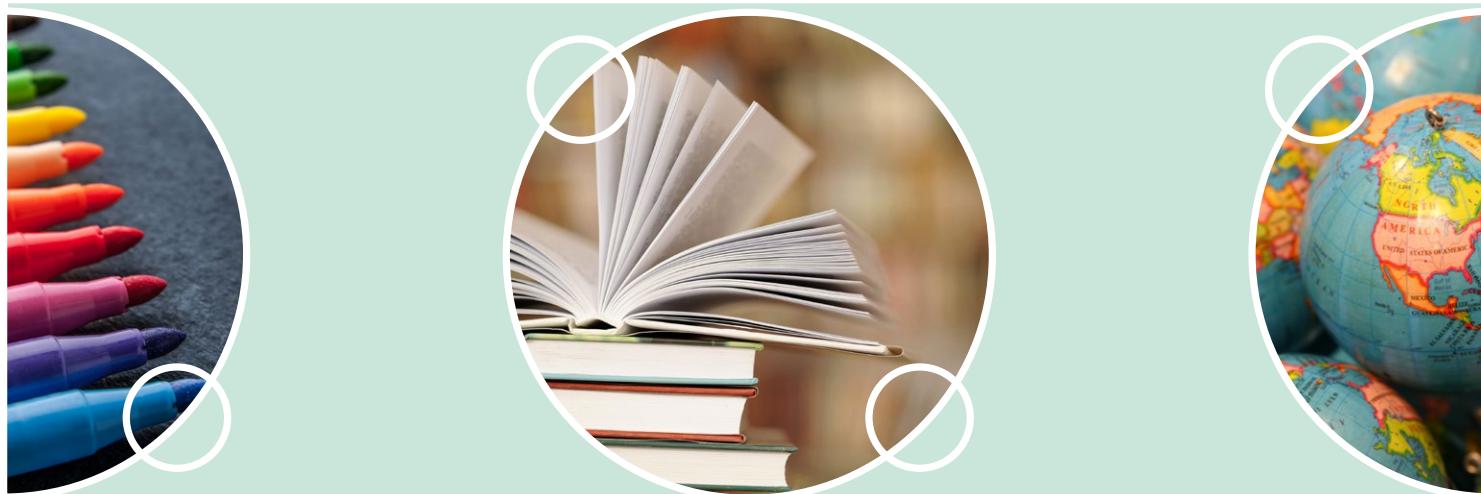
CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	156	97	62.18%	37.82%	28.87%
Female	78	47	60.26%	39.74%	21.28%
Male	77	49	63.64%	36.36%	36.73%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	13	59.09%	40.91%	61.54%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	70	46	65.71%	34.29%	13.04%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	11	8	72.73%	27.27%	❖
White	46	25	54.35%	45.65%	32.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	77	47	61.04%	38.96%	12.77%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	4	33.33%	66.67%	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Career Technical Education Programs

PCHS and CHEP students have access to Career Technical Education (CTE) programs aligned with California's Model Curriculum Standards (Education Code Section 51226). These programs provide students with opportunities to explore careers, develop technical and employability skills, and prepare for postsecondary and workforce success.

Students may participate in online CTE elective courses through eDynamic Learning, which focus on career awareness, exploration, and foundational technical skills across several industry sectors, including Information and Communication Technologies (ICT), Arts, Media and Entertainment, Hospitality, Tourism and Recreation, Finance and Business, and Education, Child Development and Family Services.

At PCHS, students also have access to an esports Club (ICT sector), which integrates teamwork, digital citizenship, and industry-relevant gaming and technology applications, supporting pathways in game design, event management, and digital media production. Students may concurrently enroll in community college or regional occupational program (ROP) courses that apply toward high school graduation and pathway completion.

Students can earn industry-recognized certifications including ServSafe California Food Handler, Express Employment Professionals Career Preparedness (iCEV), Southwest Airlines Professional Communications (iCEV), Texas Tech Personal Financial Literacy (iCEV), and Cybersecurity Certification through the CyberForward program.

ACCESS is represented by the Coordinator of Career Technical Education Programs on the OCDE Career and Technical Education Partnership (CTEp) advisory committees, which include industries such as ICT, Arts and Media, Education and Human Services, Hospitality, and Business.

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	367	352	94	26.70%
Female	185	179	54	30.20%
Male	180	171	40	23.40%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	40	40	7	17.50%
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	179	172	48	27.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	21	20	5	25.00%
White	104	99	24	24.20%
English Learners	17	16	5	31.30%
Foster Youth	❖	❖	❖	❖
Homeless	11	11	6	54.50%
Socioeconomically Disadvantaged	179	172	57	33.10%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	30	28	8	28.60%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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	
2024-25 Participation	
Number of pupils participating in a CTE program	44
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%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses

2024-25 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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.

Graduation and Dropout Rates (Three-Year Data)

	Graduation Rate			Dropout Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
OCCS: CHEP/PCHS	78.00%	73.00%	86.40%	12.80%	25.70%	13.60%
OCDE	62.70%	60.70%	67.50%	13.80%	18.00%	15.10%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group (2024-25 School Year)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	66	57	86.40%
Female	40	34	85.00%
Male	26	23	88.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	28	25	89.30%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	24	20	83.30%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	35	30	85.70%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the 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 website at https://admission.universityofcalifornia.edu.

Eligibility for admission to the 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 website at https://www2.calstate.edu.

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2024–25 school year. For more detailed information, visit http://dq.cde.ca.gov/dataquest.

UC/CSU Admission	
OCCS: CHEP/PCHS	
2024-25 School Year	
Percentage of students enrolled in courses required for UC/CSU admission	79.49%
Percentage of graduates who completed all courses required for UC/CSU admission	18.64%

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 6, 2025.

Textbooks and Instructional Materials List (2025-26 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.

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 (2025-26 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-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on 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

2025-26 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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

2025-26 School Year	
Data collection date	8/6/2025
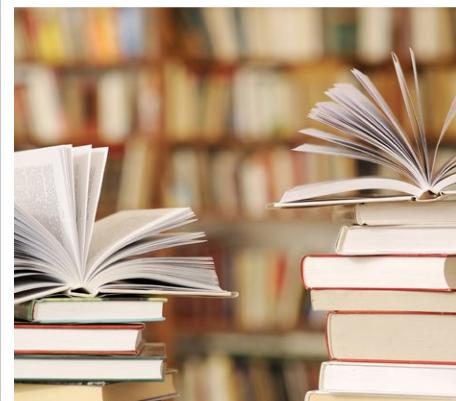
California School Dashboard

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.

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 (2025-26 School Year)	
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	9/24/2025

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 are done to certify that comply 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, OCCS 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.

School Safety

The ACCESS School Site Safety Plan is updated annually; the last review date was in November 2025. The next School Site Safety Plan review will be conducted in June 2026. 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.

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 November 2025.

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. The Safety Plan was last reviewed with staff in November 2025.

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.7	67.3%	432.3	71.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	8.3	1.4%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	26.7	4.4%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.2	32.7%	81.2	13.4%	11,953.1	4.3%
Unknown	0.0	0.0%	58.9	9.7%	15,831.9	5.7%
Total Teaching Positions	15.9	100.0%	607.6	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.1	74.1%	444.8	72.2%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.3	1.5%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	47.2	7.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	25.9%	75.7	12.3%	11,746.9	4.2%
Unknown	0.0	0.0%	39.3	6.4%	14,303.8	5.2%
Total Teaching Positions	10.9	100.0%	616.5	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.4	70.8%	501.0	73.1%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.0	1.3%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	39.7	5.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.5	29.2%	97.0	14.2%	12,112.8	4.3%
Unknown	0.0	0.0%	38.6	5.6%	13,705.8	4.9%
Total Teaching Positions	12.0	100.0%	685.5	100.0%	278,927.1	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.1
Local Assignment Options	5.2	2.8	3.4
Total Out-of-Field Teachers	5.2	2.8	3.5

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2023-24	3
2024-25	3
2025-26	3

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

2024-25 School Year	Ratio
Pupils to Academic counselors	111:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	3.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	3.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2023-24 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.

Salary Data (2023-24 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 (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
OCCS: CHEP/PCHS	$3,489	$115,163
OCDE	$12,356	$156,612
California	$11,146	◈
School and district: percentage difference	-71.8%	-26.5%
School and California: percentage difference	-68.7%	◆

✿ County Office of Education schools are not required to display this data (Education Code Section 41409.3).

◈ Information not available.

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

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 AC-CESS for Local Control Funding Formula (LCFF) family and community resources.

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

2023-24 Fiscal Year	
Total expenditures per pupil	$3,489
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$3,489
Annual average teacher salary	$115,163

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.