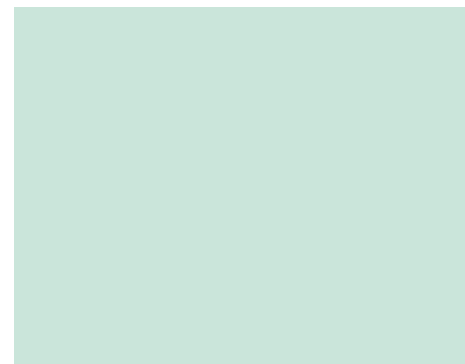# SARC

2017-18 School Accountability Report Card

Published in 2018-19

## OCCS: CHEP/PCHS

**Community Home Education Program (CHEP)**

Grades TK-8

Machele Kilgore
Principal
mkilgore@ocde.us

14262 Franklin Avenue, Suite 100
Tustin, CA 92780
(714) 327-1010

www.ocde.us/chep

**Pacific Coast High School (PCHS)**

Grades 9-12

Machele Kilgore
Principal
mkilgore@ocde.us

14262 Franklin Avenue, Suite 100
Tustin, CA 92780
(714) 245-6500

pchs.k12.ca.us

CDS Code 30-10306-3030632

# Orange County Department of Education

# 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 grade 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 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 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 that 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 and 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

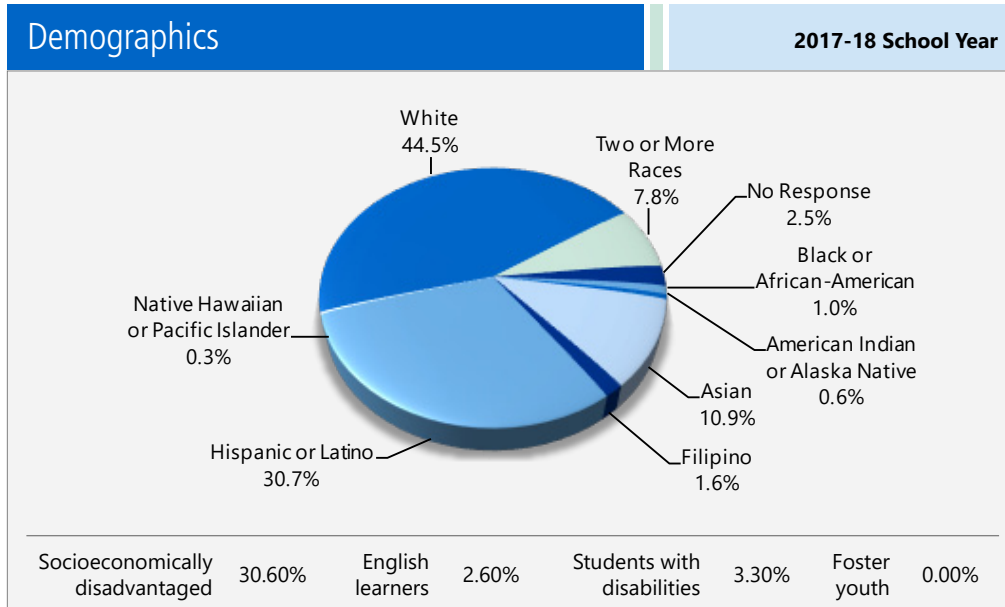Rebecca Gomez, 1st District

Mari Barke, 2nd District

Dr. Ken L. Williams, 3rd District

John W. Bedell, Ph.D., 4th District
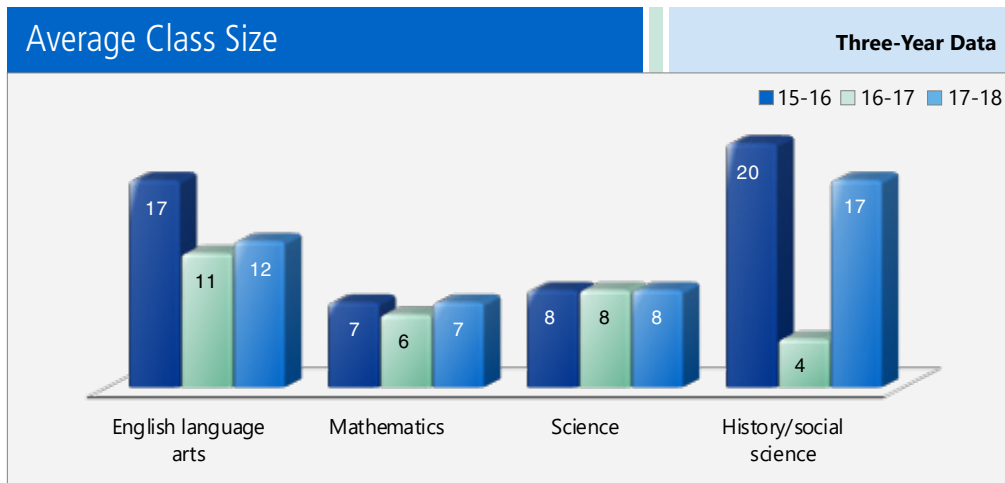
Lisa Sparks, Ph.D., 5th District

## Enrollment by Student Group

The total enrollment at the school was 795 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics | 2017-18 School Year

White
44.5%

Two or More Races
7.8%

No Response
2.5%

Black or African-American
1.0%

American Indian or Alaska Native
0.6%

Asian
10.9%

Filipino
1.6%

Hispanic or Latino
30.7%

Native Hawaiian or Pacific Islander
0.3%

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Socioeconomically disadvantaged | 30.60% | English learners | 2.60% | Students with disabilities | 3.30% | Foster youth | 0.00% |

## 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.
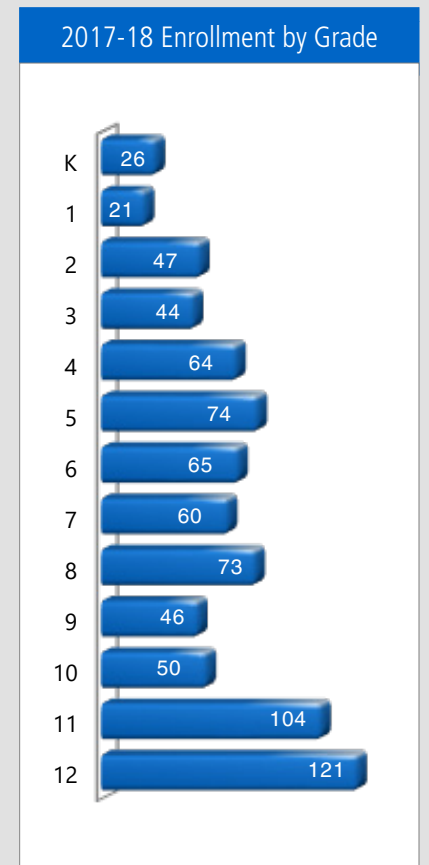
### Average Class Size | Three-Year Data

Legend: ■ 15-16 ■ 16-17 ■ 17-18

| Subject | 15-16 | 16-17 | 17-18 |
|---|---|---|---|
| English language arts | 17 | 11 | 12 |
| Mathematics | 7 | 6 | 7 |
| Science | 8 | 8 | 8 |
| History/social science | 20 | 4 | 17 |

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

### 2017-18 Enrollment by Grade

| Grade | Enrollment |
|---|---|
| K | 26 |
| 1 | 21 |
| 2 | 47 |
| 3 | 44 |
| 4 | 64 |
| 5 | 74 |
| 6 | 65 |
| 7 | 60 |
| 8 | 73 |
| 9 | 46 |
| 10 | 50 |
| 11 | 104 |
| 12 | 121 |

## 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 2019.

**PCHS:** The school safety plan was last reviewed, updated and discussed with the school faculty in February 2019.

### Number of Classrooms by Size | Three-Year Data

| Subject | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Students | | | | | | | | |
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 21-32 | 33+ |
| English language arts | 13 | 1 | 3 | 16 | | 3 | 18 | 1 | 3 |
| Mathematics | 32 | 2 | 1 | 32 | | 1 | 26 | | 1 |
| Science | 10 | | 1 | 8 | | 1 | 8 | | 1 |
| History/social science | 3 | | 1 | 6 | | | 4 | | 1 |

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

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

| Percentage of Students Scoring at Proficient or Advanced | | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|---|
| | OCCS: CHEP/PCHS | | Orange CDE | | California | |
| Subject | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | ✧ | ✧ | ✧ | ✧ | ✧ | ✧ |

## 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)/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards | | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|---|
| | OCCS: CHEP/PCHS | | Orange CDE | | California | |
| Subject | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| English language arts/literacy | 65% | 62% | 35% | 40% | 48% | 50% |
| Mathematics | 41% | 42% | 24% | 30% | 37% | 38% |

## California Physical Fitness Test

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

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

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

| California Physical Fitness Test | | 2017-18 School Year | | |
|---|---|---|---|---|
| Percentage of Students Meeting Fitness Standards | OCCS: CHEP/PCHS | | | |
| | Grade 5 | Grade 7 | Grade 9 |
| Four of six standards | 15.0% | 16.7% | 16.1% |
| Five of six standards | 20.0% | 27.8% | 35.5% |
| Six of six standards | 30.0% | 55.6% | 38.7% |

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

For the 2017-18 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. 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.

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

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy 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 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.

✧ Not applicable.

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

| Percentage of Students Meeting or Exceeding State Standards | | | 2017-18 School Year |

### English Language Arts

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| All students | 509 | 294 | 57.76% | 61.90% |
| Male | 213 | 115 | 53.99% | 53.04% |
| Female | 296 | 179 | 60.47% | 67.60% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | 65 | 51 | 78.46% | 66.67% |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 145 | 89 | 61.38% | 48.31% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 225 | 108 | 48.00% | 71.30% |
| Two or more races | 34 | 23 | 67.65% | 69.57% |
| Socioeconomically disadvantaged | 113 | 73 | 64.60% | 46.58% |
| English learners | 48 | 40 | 83.33% | 42.50% |
| Students with disabilities | 20 | 8 | 40.00% | 12.50% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

### Mathematics

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| All students | 509 | 293 | 57.56% | 41.64% |
| Male | 213 | 114 | 53.52% | 44.74% |
| Female | 296 | 179 | 60.47% | 39.66% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | 65 | 51 | 78.46% | 56.86% |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 145 | 88 | 60.69% | 28.41% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 225 | 109 | 48.44% | 46.79% |
| Two or more races | 34 | 23 | 67.65% | 47.83% |
| Socioeconomically disadvantaged | 113 | 72 | 63.72% | 25.00% |
| English learners | 48 | 39 | 81.25% | 28.21% |
| Students with disabilities | 20 | 7 | 35.00% | 0.00% |
| 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.

## Admission Requirements for California's Public Universities

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

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

## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and 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 | 2016-17 and 2017-18 School Years |
|---|---|
| | OCCS: CHEP/PCHS |
| Percentage of students enrolled in courses required for UC/CSU admission in 2017-18 | 36.60% |
| Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17 | 0.00% |

## Career Technical Education Programs

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

We provide students 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. We send attendance and grades 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 | 2017-18 Participation |
|---|---|
| | OCCS: CHEP/PCHS |
| Number of pupils participating in CTE | 23 |
| Percentage of pupils who completed a CTE program and earned a high school diploma | 0.0% |
| Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education | 0.0% |

## Suspensions and Expulsions

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

| Suspension and Expulsion Rates | | | |
|---|---|---|---|
| **OCCS: CHEP/PCHS** | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 0.0% | 0.0% | 0.0% |
| Expulsion rates | 0.0% | 0.0% | 0.0% |
| **Orange CDE** | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 4.1% | 3.7% | 2.6% |
| Expulsion rates | 0.0% | 0.0% | 0.0% |
| **California** | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 3.7% | 3.6% | 3.5% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

## 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. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

| Completion of High School Graduation Requirements | Graduating Class of 2017 | | |
|---|---|---|---|
| Group | OCCS: CHEP/PCHS | Orange CDE | California |
| All students | 100.00% | 99.52% | 88.72% |
| Black or African-American | ❖ | 100.00% | 82.15% |
| American Indian or Alaska Native | ❖ | 100.00% | 82.81% |
| Asian | 100.00% | 100.00% | 94.93% |
| Filipino | 100.00% | 80.00% | 93.45% |
| Hispanic or Latino | 100.00% | 92.10% | 86.54% |
| Native Hawaiian or Pacific Islander | ❖ | 100.00% | 88.56% |
| White | 100.00% | 100.00% | 92.12% |
| Two or more races | 100.00% | 100.00% | 91.15% |
| Socioeconomically disadvantaged | 100.00% | 92.21% | 88.64% |
| English learners | 100.00% | 77.70% | 56.74% |
| Students with disabilities | 100.00% | 92.38% | 67.12% |
| Foster youth | ❖ | 78.26% | 74.08% |

## 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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| OCCS: CHEP/PCHS | ⚑ | ⚑ | ⚑ | ⚑ | ⚑ | ⚑ |
| Orange CDE | 89.96% | 91.00% | 87.15% | 6.70% | 5.20% | 6.52% |
| California | 82.27% | 83.77% | 82.70% | 10.70% | 9.70% | 9.10% |

❖ 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.

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

## Advanced Placement Courses

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

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

## 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 7, 2018.

| Textbooks and Instructional Materials List | | 2018-19 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 | 2018-19 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% |

## Quality of Textbooks

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

| Quality of Textbooks | |
|---|---|
| **2018-19 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 | |
|---|---|
| **2018-19 School Year** | |
| **Data collection date** | 8/7/2018 |

## 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 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.

| School Facility Good Repair Status | 2018-19 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** | Good |
| **Date of the most recent school site inspection** | 11/15/2018 |
| **Date of the most recent completion of the inspection form** | 11/15/2018 |

# School Facilities

Alternative Education/ACCESS school sites are mostly located on leased properties throughout Orange County. CHEP is located in three sites throughout Orange County: Tustin, Anaheim and Cypress. PCHS has one site centrally located in Tustin. 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.

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 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.

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.

## School Facilities

*Continued from left*

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.

## Types of Services Funded

Categorical funding provides paraprofessionals in almost every classroom as well as professional development, after-school tutoring and supplemental instructional materials.

## 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 | | |
|---|---|---|---|---|
| | Orange CDE | OCCS: CHEP/PCHS | | |
| **Teachers** | **18-19** | **16-17** | **17-18** | **18-19** |
| **With a full credential** | 202 | 39 | 38 | 22 |
| **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** | **16-17** | **17-18** | **18-19** |
| **Teacher misassignments of English learners** | 0 | 0 | 0 |
| **Total teacher misassignments** | 0 | 0 | 0 |
| **Vacant teacher positions** | 0 | 0 | 0 |

## 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, iReady, Lexia Reading Core5 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 and 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 curriculum training on the adopted ELA curriculum, Collections. 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.

| Professional Development Days | | Three-Year Data | |
|---|---|---|---|
| | **2016-17** | **2017-18** | **2018-19** |
| **OCCS: CHEP/PCHS** | 3 days | 3 days | 3 days |

## 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 | |
|---|---|
| **2017-18 School Year** | |
| **Academic Counselors** | |
| **FTE of academic counselors** | 0.20 |
| **Average number of students per academic counselor** | 289 |
| **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** | 0.50 |
| **Social worker** | 0.50 |
| **Nurse** | 0.25 |
| **Speech/language/hearing specialist** | 0.25 |
| **Resource specialist (nonteaching)** | 0.00 |
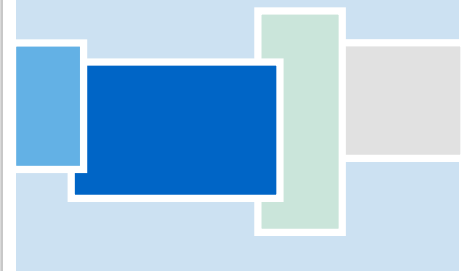
## Financial Data

The financial data displayed in this SARC is from the 2016-17 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 | | 2016-17 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 | | 2016-17 Fiscal Year |
| --- | --- | --- |
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **OCCS: CHEP/PCHS** | $4,913 | $109,976 |
| **Orange CDE** | $12,908 | $117,832 |
| **California** | $7,125 | ◈ |
| **School and district: percentage difference** | -61.9% | -6.7% |
| **School and California: percentage difference** | -31.0% | ◆ |

✪ 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.

## 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 |  |
| --- | --- |
| **2016-17 Fiscal Year** | |
| **Total expenditures per pupil** | $4,913 |
| **Expenditures per pupil from restricted sources** | $0 |
| **Expenditures per pupil from unrestricted sources** | $4,913 |
| **Annual average teacher salary** | $109,976 |
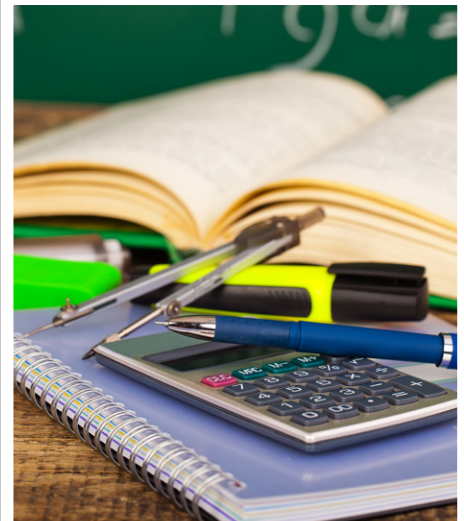


## Expenditures Per Pupil

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.