Orange County Department of Education

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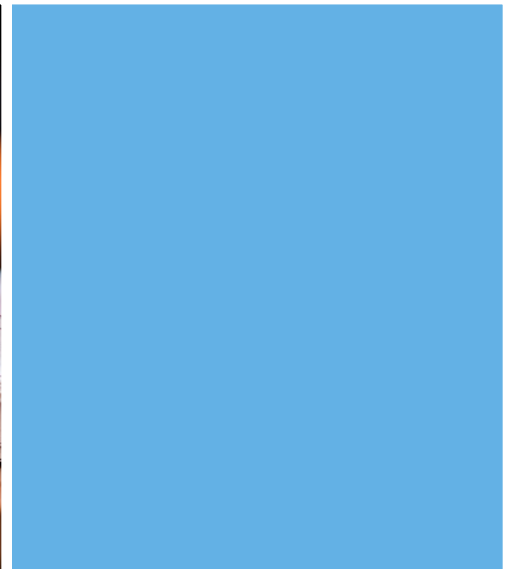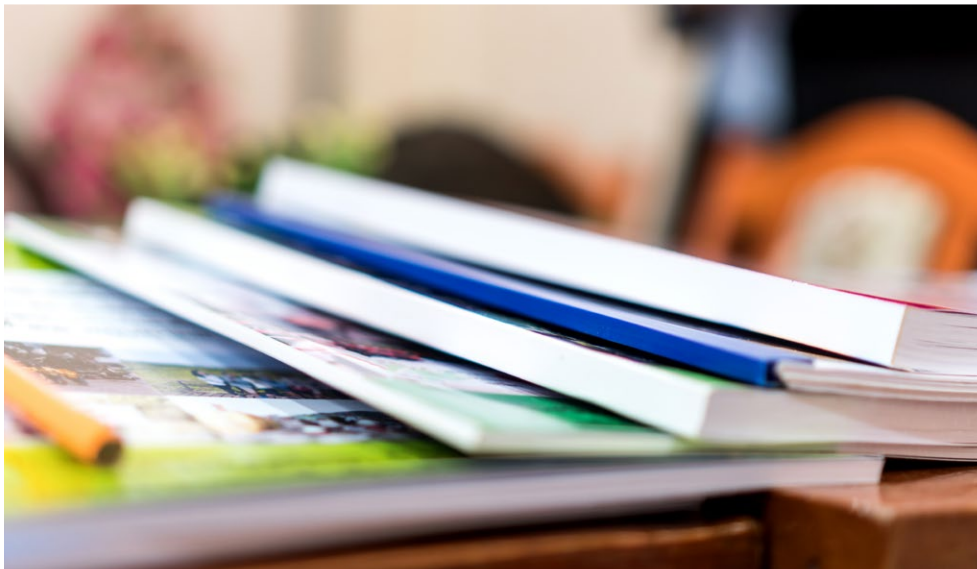Al Mijares, Ph.D., Superintendent ▪ amijares@ocde.us ▪ (714) 966-4000

SARC

2022-23

School Accountability
Report Card
Published in 2023-24

OCCS:CHEP/PCHS

Community Home
Education Program (CHEP)

Pacific Coast High School
(PCHS)

Grades TK-8

Grades 9-12

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Suite 200
Tustin, CA 92780

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Principal's Message

Orange County Community School (OCCS) is the umbrella name for two programs: 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 and http://pchs.k12.ca.us.
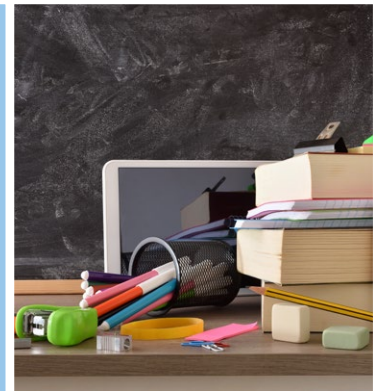
School Accountability Report Card

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.

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

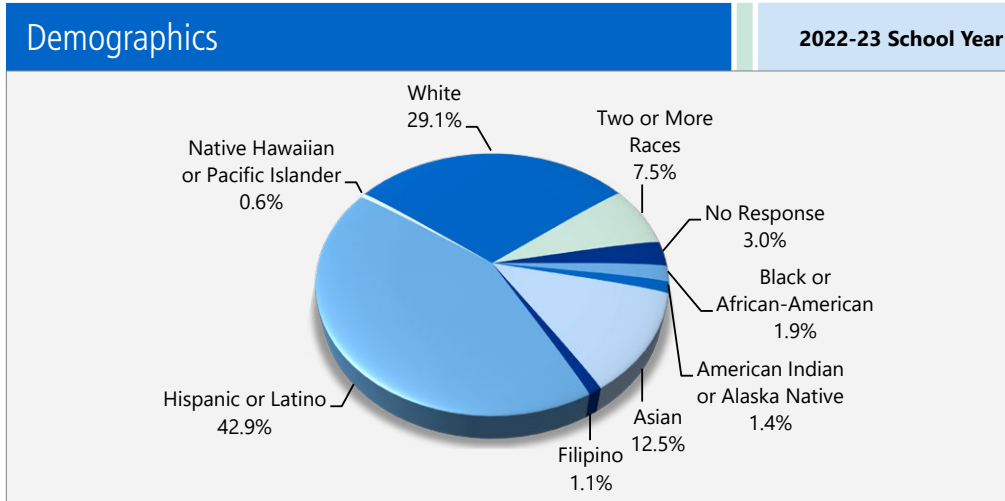Orange County will lead the nation in college and career readiness and success.

Governing Board

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 361 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.
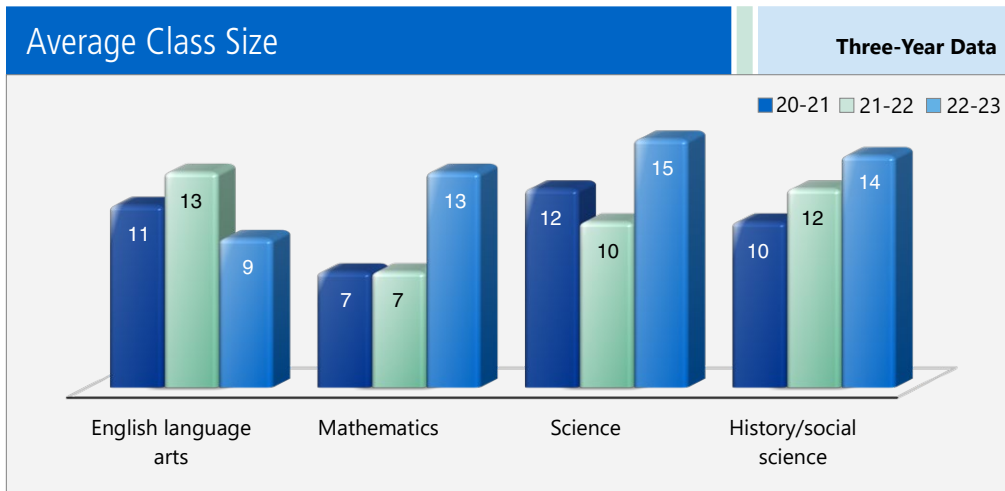
Demographics — 2022-23 School Year

- White 29.1%
- Two or More Races 7.5%
- No Response 3.0%
- Black or African-American 1.9%
- American Indian or Alaska Native 1.4%
- Asian 12.5%
- Filipino 1.1%
- Hispanic or Latino 42.9%
- Native Hawaiian or Pacific Islander 0.6%

Enrollment by Student Group

Demographics

| 2022-23 School Year	
Female	57.60%
Male	42.10%
Non-Binary	0.30%
English learners	4.40%
Foster youth	0.00%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	40.70%
Students with Disabilities	6.90%

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: 20-21, 21-22, 22-23

Subject	20-21	21-22	22-23
English language arts	11	13	9
Mathematics	7	7	13
Science	12	10	15
History/social science	10	12	14

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

Grade	Enrollment
K	21
1	17
2	15
3	20
4	25
5	15
6	15
7	16
8	17
9	28
10	47
11	54
12	71
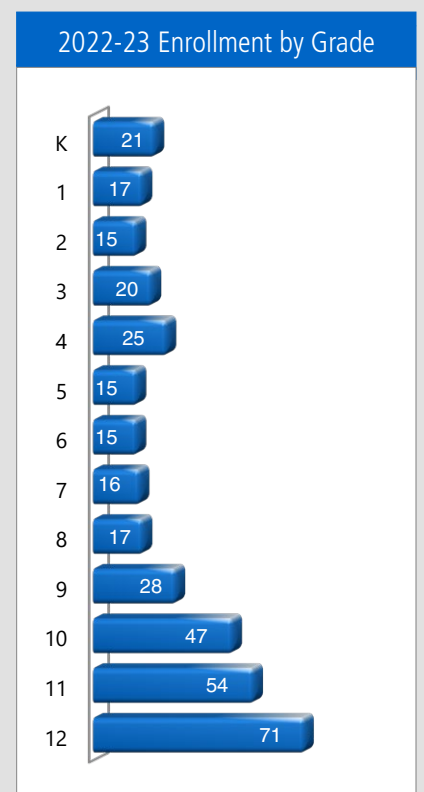
Number of Classrooms by Size — Three-Year Data

	2020-21			2021-22			2022-23		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	19	2	2	15	2	2	21	4	
Mathematics	26	1		24	1		1		
Science	10		2	9	1	1	7	2	
History/social science	9		1	6	1	1	6	2	

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.

Suspensions and Expulsions									Three-Year Data		
	OCCS:CHEP/PCHS			Orange CDE			California				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Suspension rates	0.00%	0.00%	0.00%	0.00%	1.00%	1.60%	0.20%	3.20%	3.60%		
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%		

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 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%

School Safety

The ACCESS School Site Safety Plan is updated annually; the last review date was in March 2023. The next School Site Safety Plan review will be conducted in January 2024. 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 January 2024.

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 February 2023. The Safety Plan was last reviewed with staff in January 2024.

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. Due to changes to the 2021–22 and 2022-23 PFT administration, only participation results are required for the five fitness areas.

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.

California Physical Fitness Test					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	68%	68%	68%	68%	68%
7	61%	61%	61%	61%	61%
9	37%	37%	37%	37%	37%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	491	461	118	25.60%
Female	285	267	72	27.00%
Male	205	193	46	23.80%
Non-Binary	1	1	0	0.00%
American Indian or Alaska Native	8	6	2	33.30%
Asian	60	56	9	16.10%
Black or African American	16	16	4	25.00%
Filipino	5	5	3	60.00%
Hispanic or Latino	203	197	51	25.90%
Native Hawaiian or Pacific Islander	2	2	1	50.00%
Two or More Races	31	28	10	35.70%
White	151	138	33	23.90%
English Learners	26	22	8	36.40%
Foster Youth	0	0	0	0.00%
Homeless	13	13	7	53.80%
Socioeconomically Disadvantaged	218	208	79	38.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	42	41	8	19.50%

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.

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	3
2022-23	3
2023-24	3

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.
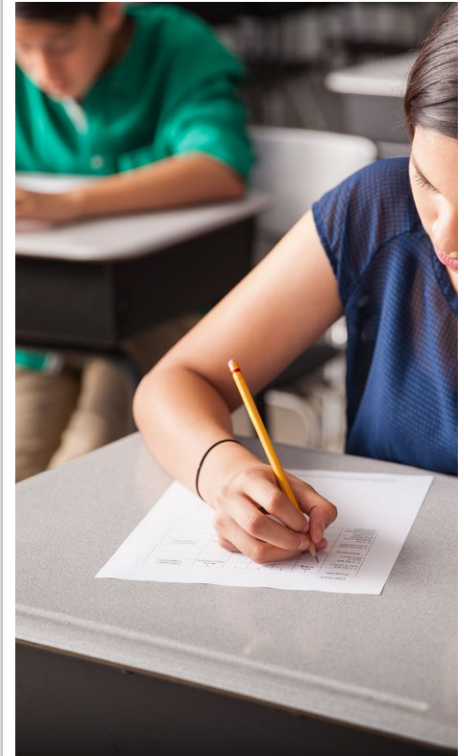
Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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		Orange CDE		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	47.46%	35.00%	21.84%	9.20%	29.47%	30.29%

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		Orange CDE		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	60%	46%	53%	52%	47%	46%
Mathematics	35%	28%	40%	39%	33%	34%

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

Percentage of Students Meeting or Exceeding State Standard	2022-23 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	92	40	43.48%	56.52%	35.00%
Female	59	25	42.37%	57.63%	24.00%
Male	33	15	45.45%	54.55%	53.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	8	66.67%	33.33%	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	37	18	48.65%	51.35%	16.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	2	18.18%	81.82%	❖
White	28	10	35.71%	64.29%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	35	16	45.71%	54.29%	18.75%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standard				2022-23 School Year	

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	185	99	53.51%	46.49%	45.92%
Female	105	55	52.38%	47.62%	53.70%
Male	80	44	55.00%	45.00%	36.36%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	11	50.00%	50.00%	81.82%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	82	45	54.88%	45.12%	43.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	9	64.29%	35.71%	❖
White	54	27	50.00%	50.00%	48.15%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	74	38	51.35%	48.65%	32.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	16	9	56.25%	43.75%	❖

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

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

Percentage of Students Meeting or Exceeding State Standard	2022-23 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	185	95	51.35%	48.65%	28.42%
Female	105	53	50.48%	49.52%	28.30%
Male	80	42	52.50%	47.50%	28.57%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	11	50.00%	50.00%	90.91%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	82	42	51.22%	48.78%	14.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	9	64.29%	35.71%	❖
White	54	26	48.15%	51.85%	38.46%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	74	37	50.00%	50.00%	5.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	16	9	56.25%	43.75%	❖

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

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		
	20-21	21-22	22-23	20-21	21-22	22-23
OCCS:CHEP/PCHS	83.20%	89.00%	78.00%	9.50%	11.00%	12.80%
Orange CDE	55.20%	63.70%	62.70%	16.30%	14.50%	13.80%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

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

Graduation Rate by Student Group			2022-23 School Year
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	109	85	78.00%
Female	61	49	80.30%
Male	48	36	75.00%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	13	11	84.60%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	40	32	80.00%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	12	11	91.70%
White	37	29	78.40%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	51	41	80.40%
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.

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	
2022-23 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

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.

UC/CSU Admission	
OCCS:CHEP/PCHS	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	67.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	17.00%

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

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 2, 2023.

Textbooks and Instructional Materials List		2023-24 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.

Quality of Textbooks

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

Quality of Textbooks	2023-24 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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 through eDynamics Learning that focus on career awareness and career skills. The 2020-21 school year was 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 CALPADS reporting that negatively impacted our CCI scores. This should be corrected in this current year report.

PCHS students have access to a cybersecurity internship experience through the CyberForward program culminating in certification and potential job placement

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

Students also have the opportunity to achieve industry-recognized certification that will qualify and prepare them for entry-level employment. Industry certificates offered:

1. ServSafe CA Food Handler Certificate
2. Express Employment Professionals Career Preparedness Certification (iCEV)
3. Southwest Airlines Professional Communications Certification (iCEV)
4. Texas Tech University Center for Financial Responsibility Personal Financial Literacy Certification (iCEV)

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	
2023-24 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%

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	
2023-24 School Year	
Data collection date	8/2/2023

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	
2022-23 Participation	
Number of pupils participating in a CTE program	85
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

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	2023-24 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	9/28/2023

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 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.

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 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.
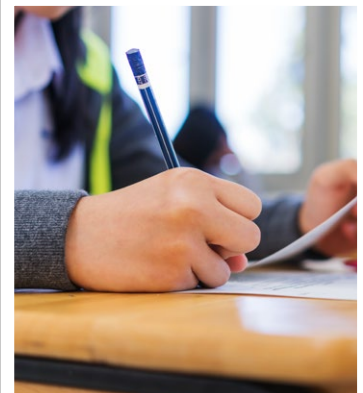
"Through technology, online courses, on-campus courses, electives and a variety of purposeful active learning opportunities, we prepare students for successful futures."
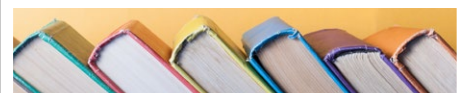
Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. 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					2020-21 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)	13.4	72.5%	369.2	67.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	2.0	0.4%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	62.9	11.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.0	27.5%	79.8	14.5%	12,115.8	4.4%
Unknown	0.0	0.0%	37.0	6.7%	18,854.3	6.9%
Total Teaching Positions	18.5	100.0%	551.1	100.0%	274,759.1	100.0%

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%

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 information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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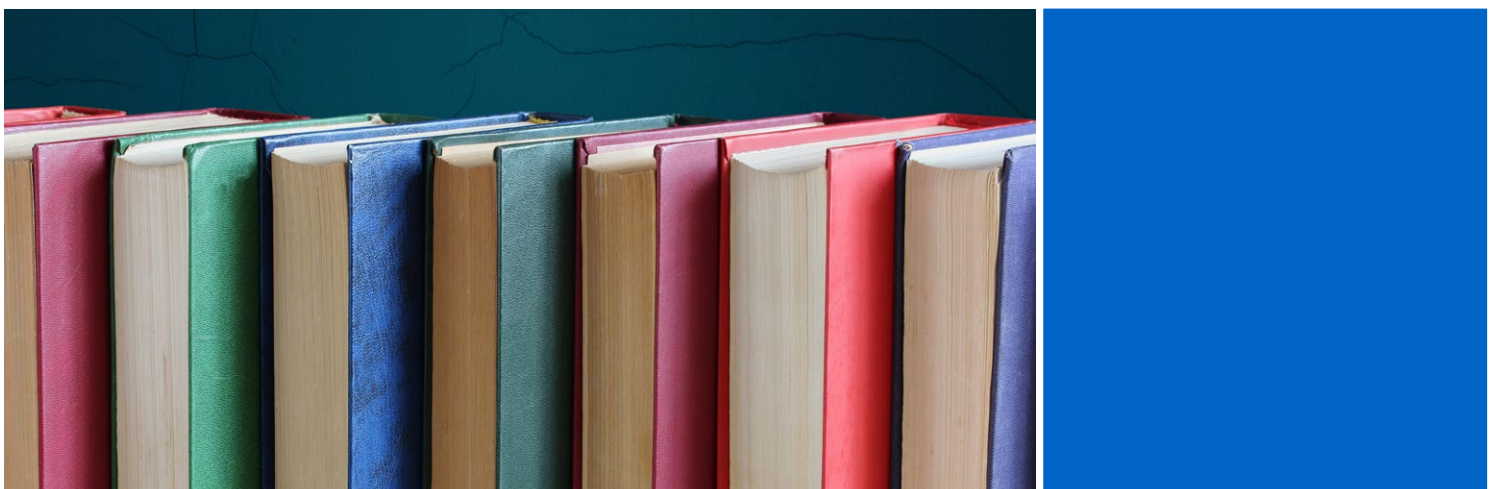
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. 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	Two-Year Data	
Authorization/Assignment	**2020-21**	**2021-22**
Permits and Waivers	0.0	0.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	5.0	5.2
Total Out-of-Field Teachers	5.0	5.2

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

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.

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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	360:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.48
Social worker	0.66
Nurse	0.28
Speech/language/hearing specialist	0.14
Resource specialist (nonteaching)	0.90

Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
OCCS:CHEP/PCHS	$3,774	$125,600
Orange CDE	$17,601	$142,970
California	$7,607	◇
School and district: percentage difference	-78.6%	-12.1%
School and California: percentage difference	-50.4%	◆

✪ 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.

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	
2021-22 Fiscal Year	
Total expenditures per pupil	$3,774
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$3,774
Annual average teacher salary	$125,600

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.