

Orange County Department of Education Special Schools Program

School Accountability Report Card



GRADES Pre-K - Adult

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Dennis Roberson, Director

**2010-11 School Accountability Report Card
Published During the 2011-12 School Year**

Director's Message

OCDE Value Statement: The Orange County Department of Education (OCDE) is a public education organization based on the fundamental human values of honesty, commitment, responsibility, respect, integrity, and professional ethics. Our priority is service to students, districts, and the community who look to us for support and educational leadership. We believe that the public deserves our complete candor and objectivity in our delivery of all services. We provide a safe, caring, courteous, and professional environment in a climate that fosters collaborative work and individual development for our employees. We hold each other and ourselves accountable for the highest level of performance, efficiency, resource management, and professional conduct.

OCDE Special Schools Program Philosophy and Mission Statement: It is the goal of the OCDE Special Schools Program to provide the most meaningful education program designed to meet each student's individual needs. This goal emphasizes the teaching of skills that are aligned with California State Standards and are critical to the present and future needs of our students.

Our philosophy is based on the following beliefs: 1) All students have the ability as well as the right to learn and to progress, 2) Each student's educational program shall be developed through the individualized education program (IEP) process utilizing a team to identify and implement functional goals and objectives, 3) Each student's educational program shall focus on maximizing student independence, 4) Each student shall participate in instructional activities that are positive, age-appropriate, and safe in inclusive settings whenever possible, 5) All students shall participate in instructional opportunities that assist them in participating as fully as possible in their present and future environments.

School Description: The OCDE Special School Program provides an appropriate special education program for students referred from the 28 local school districts in Orange County and seven school districts outside of Orange County. Educational programs are provided in three types of educational placements, including 1) Special Classes for Students with Severe Disabilities, 2) Classes for Students who are Deaf and Hard of Hearing (DHH), and 3) Interagency Assessment Center (IAC) Classes for children with autism who are under three years of age.

The Special Classes for students with severe disabilities serve students whose primary disabilities include severe to profound cognitive and/or physical disabilities as well as students who manifest severe language and behavioral disabilities requiring a low student/staff ratio in a structured class setting. Students are enrolled from ages three through 21 years. Specialized physical health care is available for those students whose medical conditions warrant such services.

The DHH Program offers programs for deaf and hard of hearing infants and students from pre-school through grade twelve. Students with hearing loss have the opportunity to be educated in least restrictive environments with hearing peers or in special classes. DHH program options include the Parent-Infant Education and Support (PIES) Program, the Oral Deaf and Hard of Hearing Program (three years of age through the sixth grade), and the DHH Total Communication Program for students from seventh through the twelfth grade.

The Interagency Assessment Center offers an extended assessment and intervention program for children from 24 to 36 months of age with a diagnosis of autism. The program includes intensive classroom instruction and support services for parents. The IAC provides each child with an ongoing, comprehensive assessment. Home training and support are regularly provided to every family whose child attends the program.

The OCDE Special Schools Programs operates a total of 60 classes. These classes are placed on 20 integrated school district sites throughout Orange County.

*"Dedicated to World Class Education...
Where Every Student Succeeds."*

Orange County Department Of Education



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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.

Textbooks and Instructional Materials

The majority of the students enrolled in the OCDE program are participating in a functional life skills curriculum. As a result, many of the instructional materials needed to teach this curriculum are not on the State-adopted textbook list.

In the DHH Program there are texts available for every student. With the Severely Handicapped population we utilize the SEACO Curriculum Guide for Students with Moderate to Severe Disabilities as a guide to implement functional skills strategies. The guide is aligned to grade level standards at various levels of implementations. Each school orders adapted materials and supplemental materials that make instruction relevant for the students.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Reading Mastery, SRA/McGraw-Hill (2-6)	2000
English-Language Arts	Language Learning, SRA/McGraw-Hill (2-6)	2000
English-Language Arts	Reading, Houghton Mifflin (K-6)	2000
English-Language Arts	Grammar and Composition, Prentice Hall	2003
English-Language Arts	English, Level K-6, Houghton Mifflin	1998
English-Language Arts	Grammar Usage Mechanics	2002
English-Language Arts	Writing and Grammar, Communication in Action, PH	2003
English-Language Arts	World Literature Pacemaker, Globe	2006
English-Language Arts	American Literature Pacemaker, Globe	2006
English-Language Arts	Anthology Series, (Readers, Students, American), Globe	1998
Mathematics	Prentice Hall, California (6)	2009
Mathematics	Houghton Mifflin	1999
Mathematics	Geometry, Houghton Mifflin Ed, 2006	2006-07
Mathematics	Algebra 2, Prentice Hall	2006-07
Mathematics	Mathsteps, Houghton Mifflin	2002
Mathematics	Basic Math Skills, AGS	1998
Mathematics	Algebra Readiness, McDougal Littell	2009
Mathematics	Algebra 1, Holt	2009
Mathematics	Geometry, McDougal Littell	2003
Mathematics	Algebra I, Prentice Hall	2010
Science	Harcourt	1997
Science	Science, Scott Foresman (K-5)	2007
Science	Focus on Earth, Glencoe (6)	2007
Science	Physical Science, Concepts and Challenges, Globe	2003
Science	Science, Harcourt	2000
Science	Health, Globe Fearon	2003
Social Science	California Reflections, Harcourt (K-5)	2007
Social Science	Maps, Globes and Graphs, Level A-F, Steck-Vaughn	1996

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Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Orange CDSE	
Subject	Percent 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 (Grades 9-12)	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Orange CDSE	
Currency of Textbook Information	
Data Collection Date	11/2011

Quality of Textbooks

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

Orange CDSE	
Quality of Textbooks	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
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials, *continued from page 2*

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Social Science	Social Studies, Level A-F, Steck-Vaughn	1996
Social Science	United States History, Globe Fearon	2002
Social Science	American Government: Freedom, Rights and Responsibilities, Steck-Vaughn	1998
Social Science	Government Today, The People’s Publishing	2002
Social Science	Economics: Concepts and Applications, Steck-Vaughn	2002
Social Science	Economics: It’s Your Business, The People’s Publishing	2000
Social Science	US Government, PCI	2009
Social Science	US Law, PCI	2009
Social Science	US Citizenship, PCI	2009
Social Science	Economics, PCI	2009
History-Social Science	World History, McDougal Littell	2006
US History	America’s Story, Steck Vaughn	2007-08
Global	History of Our World, Steck Vaughn	2007-08
Foreign Language	Master ASL! Level One, Sign Media, Inc.	2008

Parental Involvement

The Orange County Department of Education recognizes the responsibility of the school to involve parents in all aspects of the special education process as legally required. The procedures for timely notification, parental input, and support are set up as legally mandated throughout the process from the beginning referral to the implementation of the Individual Education Program. Forms and procedures are changed so new legal mandates can be incorporated in a timely manner. Parents are also invited to participate in appropriate staff development activities. Teacher and administrators are vigilant in their efforts to seek parent input and keep parents informed. The early education infant and preschool programs have a parent support component to ensure the delivery of services to parents.

For more information on how to become involved, contact Chief of Special Education Services, Dennis Roberson, at (714) 966-4130.

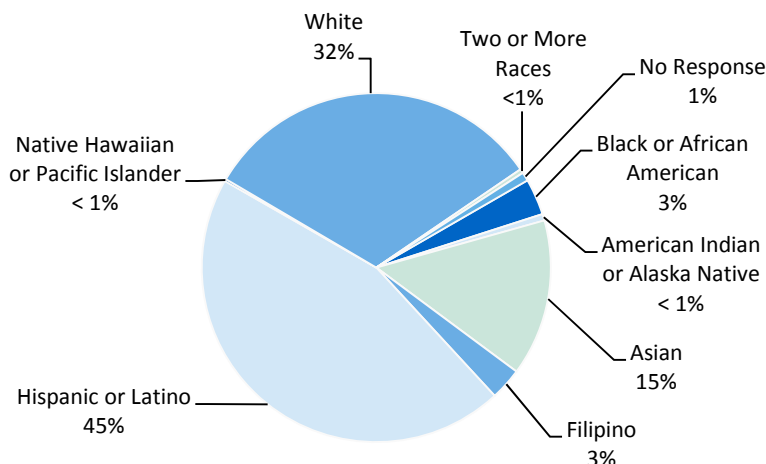
Class Size

Orange CDSE

- Class size averaged 9 students per class for students with severe-to-profound cognitive and/or physical disabilities
- Class size averaged 10 students per class for students in the Deaf and Hard-of-Hearing Program
- Class size averaged 7 students per class for children under the age of three years in the Inter-agency Autism Center Program

Enrollment and Demographics

The total enrollment at the school was 503 students for the 2010-11 school year.*



Student Enrollment by Group

Orange CDSE

Socioeconomically Disadvantaged	31.4%
English Learners	13.3%
Students with Disabilities	97.2%

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			11/30/2011
Date of the Most Recent Completion of the Inspection Form			11/30/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Safety	Sink hole after heavy rains in lawn area; Classes relocated to another facility in June 2011.
External	Walls of classroom damaged; Repair/replace external siding in June 2011.

School Facilities

The Special Schools Programs of the Orange County Department of Education provides instructional services for students with moderate to severe disabilities on 26 different school sites in eight Orange County School Districts and on three Community College campuses.

Both Reilly School in the Capistrano School District and Heideman School in the Tustin School District are the result of collaborative building projects between the County Office of Education and those school districts, which helps secure space for our county operated programs. OCDE was in a building project with Irvine Unified School District that opened in January 2009.

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School Facilities

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The majority of the students in the Special Schools program receive home-to-school bus transportation in the morning and school-to-home bus transportation in the afternoon. Classroom staff members meet the buses in the morning and the students are escorted to their buses in the afternoon. Students are always within direct visual contact of school personnel. Visitors must sign in at the school office and receive a visitor’s pass to enter the campuses.

The number of classrooms on these sites ranges from 1 to 10. Two of the sites were the result of joint building projects between OCDE and the host district. These two sites have features unique to students with special needs (i.e., automatic doors, bathroom facilities in the classroom). The host districts are generally responsible for maintaining the condition of the facility and the grounds. OCDE works cooperatively with all its host districts to maintain an environment that supports good instruction.

The general condition of the sites where OCDE’s programs are housed is very good. OCDE has 6 custodians who work before, during, and/or after school hours to ensure that our classrooms are cleaned and sanitized on a daily basis.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Orange CDSE			
	08-09	09-10	10-11
Suspension Rates	0.0%	6.0%	6.2%
Expulsion Rates	0.0%	0.0%	0.0%
Orange CDE			
	08-09	09-10	10-11
Suspension Rates	2.7%	13.0%	13.0%
Expulsion Rates	0.0%	0.0%	0.0%

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Orange CDSE			Orange CDE			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	44%	47%	50%	25%	26%	27%	49%	52%	54%
Mathematics	36%	43%	47%	21%	24%	28%	46%	48%	50%
Science	13%	14%	❖	21%	23%	23%	50%	54%	57%
History-Social Science	10%	10%	21%	13%	17%	19%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	27%	28%	23%	19%
All Students at the School	50%	47%	❖	21%
Male	57%	54%	❖	26%
Female	35%	33%	❖	13%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	59%	51%	❖	❖
Filipino	69%	67%	❖	❖
Hispanic or Latino	38%	38%	❖	15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	67%	57%	❖	❖
Two or More Races	45%	45%	❖	❖
Socioeconomically Disadvantaged	40%	43%	❖	❖
English Learners	56%	48%	❖	❖
Students with Disabilities	49%	47%	❖	21%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Orange CDSE — Actual API Change		
	Orange CDSE		Orange CDE		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	274	660	2,602	616	4,683,676	778	91	29	10
Black or African American	10	■	74	642	317,856	696	■	■	■
American Indian or Alaska Native	2	■	40	517	33,774	733	■	■	■
Asian	41	722	163	811	398,869	898	■	■	■
Filipino	11	737	11	551	123,245	859	■	■	■
Hispanic or Latino	129	591	1,404	506	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	1	■	9	■	26,953	764	■	■	■
White	71	760	763	747	1,258,831	845	■	■	■
Two or More Races	4	■	65	767	76,766	836	■	■	■
Socioeconomically Disadvantaged	95	574	697	482	2,731,843	726	■	■	■
English Learners	56	689	873	494	1,521,844	707	■	■	■
Students with Disabilities	274	660	150	413	521,815	595	■	■	■

* OCDE Special Schools Program is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Orange CDSE		Orange CDE	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	No	No	No	No
Percent Proficient	No	No	No	No
API	Yes		No	
Graduation Rate	◇		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Orange CDSE	Orange CDE
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2005-2006
Year in Program Improvement	◇	Year 3
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	25%	

Types of Services Funded

Orange County Department of Special Education does not receive categorical funds.

Advanced Placement Courses

No information is available for OCDE Special Schools Program regarding advanced placement (AP) courses offered.

- ◇ Information not available.
- ◇ Not applicable.

Professional Development

Each year the school site committees have opportunities within their minimum day schedule to address site-specific staff development concerns. Every year there is a staff development day that is developed from the results of a comprehensive needs assessment completed by all certificated and classified staff. This year's staff development day, "We Can Do It" took place on October 22 and focused on maintaining exceptional programming for our students in spite of fiscal constraints.

Our ongoing staff development opportunities include the division of special education services, which has integrated into its program staff development activities and training to help teachers and support staff continue to improve and update their skills. Included in the staff development program are: Model Classroom, BASIC, SUCCESS, CPR, MOVE, System of Support, Behavior Intervention Case Manager, Intensive Behavioral Intervention., and the Touch2Learn Project.

OCDE Special Schools devotes one day per year for staff and professional development for its entire classroom staff. In addition, there are many opportunities throughout the school year for staff to attend specific workshops and training, which will benefit their instruction with students.

For the 2008-09 school year, we dedicated one day for professional development. In 2009-10 and 2010-11, there were two days dedicated for professional development.

School Safety

It is the policy of the Orange County Department of Education to provide a safe and secure learning environment for all students in a courteous and professional setting. We hold each other and ourselves accountable for the highest level of performance, efficiency, resource management, and professional conduct.

The California *Education Code* (Sections 35294-35294.9) requires county offices of education to develop and implement school safety plans. OCDE has written and implemented a comprehensive plan based on principles and procedures that cultivate and foster a safe and caring school climate.

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Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	Orange CDSE	Orange CDE
All Students	34% *	49%
Black or African American	❖	37%
American Indian or Alaska Native	❖	33%
Asian	34% *	51%
Filipino	❖	38%
Hispanic or Latino	❖	50%
Native Hawaiian or Pacific Islander	75% *	56%
White	❖	50%
Two or More Races	26% *	43%
Socioeconomically Disadvantaged	❖	54%
English Learners	100% *	62%
Students with Disabilities	❖	71%

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
Orange CDSE	❖	❖	❖	7%	8%	9.3%
Orange CDE	89.90%	87.91%	87.50%	32.1%	34.7%	32.2%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

* Based on Deaf and Hard of Hearing student count. All other Special School students are ungraded students.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information not available.

School Safety

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Each of our sites maintains a Disaster Preparedness Plan that is updated on a regular basis and reflects the policies of the Orange County Department of Education. These Disaster Plans are coordinated as much as possible with the host district where OCDE programs are housed.

Each year the sites have a mandatory staff development schedule which includes the review of site Disaster Plans to assure that staff is versed on the emergency plans and responsibilities for the safety, health, and supervision of students during an emergency situation.

Mandatory staff development includes Child Abuse Reporting, Communicable Disease Transmission, Proper Lifting Procedures, Blood Pathogens, Seizure Intervention, and Care and site-specific safety issues.

The School Safety Report was last reviewed, updated, and discussed with the school faculties during specific minimum days at the various Administrative Units in September 2010. Each Administrative Unit coordinates their minimum day schedule with the mandatory topics during the school year. Key elements of the plan include monthly safety drills, crisis intervention plans, behavior and medical emergency drills, and annual fire extinguisher training.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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.

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
Orange CDSE	14%	27%	15%	23%	38%	19%
Orange CDE	28%	28%	29%	23%	22%	20%
California	52%	54%	59%	53%	54%	56%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	71%	15%	14%	80%	15%	4%
All Students at the School	85%	12%	4%	81%	12%	8%
Male	80%	13%	7%	73%	13%	13%
Female	91%	9%	❖	91%	9%	❖
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	100%	❖	❖	100%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	100%	❖	❖	100%	❖	❖
English Learners	❖	❖	❖	❖	❖	❖
Students with Disabilities	85%	12%	4%	81%	12%	8%
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, 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 www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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. (Outside source)

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	Orange CDSE
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	83.0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	14.0%

Career Technical Education Programs

Secondary special education students who are 16 years and older, have Individual Transition Plans (ITP) incorporated into their IEPs (Individual Education Plan). This process assists the student and family in identifying adult services and supports available for students leaving the school system and allows sufficient time to develop a comprehensive plan that will lead to success in the adult work world. Three Adult Transition Programs located on three Community College campuses in Orange County provided intensive transition planning services for students 18-22 years of age. The Adult Transition Programs were designed to help students move with maximum success from school to post-school placement in continuing education, community, and integrated work settings.

Interagency collaboration included monthly participation on the Orange County Adult Transition Task Force and the Adult Services Advisory Committee. These committees included representatives from Orange County Department of Education, Regional Center, Department of Rehabilitation, Mental Health, local parents, adult service providers, colleges, and ROP programs. In addition, the twenty-first annual Orange County Department of Education Adult Services Transition Planning Resource Directory was published and distributed countywide. The directory included descriptions of 40 post-school continuing education and adult service agencies. Performance indicators and outcome information for these agencies was also included. For more detailed information on the directory, please visit <http://www.ocde.us/Transition/>.

Career technical education programs offered by the Orange County Department of Education included on-the-job training and Exploratory Work Experience Education at over 50 community-based, work-training sites. This training reflected the local job market and specifically focused on preparation for work in areas such as food services, retail, clerical, janitorial, landscaping, and door-to-door delivery. Students also gained work experience through community volunteer service at non-profit agencies such as Habitat for Humanity, Assistance League, and a local food bank.

Continued on sidebar

Career Technical Education Programs

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Students attending the Deaf and Hard of Hearing Program located at University High School begin their transition planning during their freshman year. As sophomores, students attend a Sophomore Conference to plan the remainder of their secondary coursework, and to learn about the agencies that will provide services to them as they exit high school and enter the adult world. At any one time during the school year, over 30% of the DHH students are enrolled in ROP courses, going on job shadows or holding down paying part-time jobs. Seniors meet their Department of Rehabilitation counselors in January and make the final preparation for their transition to a variety of educational and employment programs, including the Career Adult Program located on the Coastline Regional Occupational Program campus.

Career Technical Education Participation

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

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	0
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%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Orange CDE	Orange CDSE		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	366	94	82	70
Without Full Credential	1	7	2	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Orange CDSE		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Orange CDSE	92.0%	8.0%
All Schools in District	91.6%	8.4%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	91.6%	8.4%

◇ Not applicable.

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	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	125:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	7.9
Social Worker	0.0
Nurse	7.5
Speech/Language/Hearing Specialist	9.2
Resource Specialist (non-teaching)	0.0
Other	FTE
Audiologist	2.0
Occupational Therapist	3.0
Physical Therapist	1.0



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Orange CDE	Similar Sized District
Beginning Teacher Salary	✘	✘
Mid-Range Teacher Salary	✘	✘
Highest Teacher Salary	✘	✘
Average Principal Salary (Elementary School)	✘	✘
Average Principal Salary (Middle School)	✘	✘
Average Principal Salary (High School)	✘	✘
Superintendent Salary	✘	✘
Teacher Salaries — Percent of Budget	✘	✘
Administrative Salaries — Percent of Budget	✘	✘

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange CDSE	\$2,209	\$89,102
Orange CDE	\$7,854	\$98,825
California	\$5,455	\$67,667
School and District — Percent Difference	-255.6%	-10.9%
School and California — Percent Difference	-147.0%	+24.1%

✘ County offices of education that operate schools are not required to report this data.

Data for this year’s SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

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	
Orange CDSE	
Total Expenditures Per Pupil	\$57,956
Expenditures Per Pupil From Restricted Sources	\$55,747
Expenditures Per Pupil From Unrestricted Sources	\$2,209
Annual Average Teacher Salary	\$89,102

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. 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*®. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for OCDE: Special Schools Program. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

School Accountability Report Card

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