SARC

Orange County Department of Education: Special Schools Program

OUR MESSAGE

OUR SCHOOL

OUR TEACHERS

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Orange County Department of Education

Chief's Message

Orange County Department of Education: 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 27 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. Classes for students with cognitive and emotional disturbance disabilities.

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-to-staff ratio in a structured class setting. Students ages 3-21are enrolled. Specialized physical health care is available for those students whose medical conditions warrant such services.

The DHH classes offer programs for deaf and hard-of-hearing infants and students from prekindergarten to grade 12. 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 (3 years old through the sixth grade), the DHH Total Communication Program for students from grades 7-12, and the DHH Adult Transition Program for students 18-22 years.

The OCDE Special Schools Programs operates a total of classes. These classes are placed on 17 integrated school district sites throughout Orange County.

School Mission Statement

To ensure that all students are equipped with the competencies they need to thrive in the 21st century.

School Vision Statement

Orange County Department of Education: Special Schools is dedicated to fundamental human values of respect, responsibility, integrity and professional ethics. Our priority is service to students with special needs, schools, districts, families and community members. We provide a safe, caring, courteous and professional environment that fosters collaborative work and individual development for our students.

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.

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 as well as 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 December 2015. Each administrative unit coordinates its minimum-day schedule with the mandatory topics during the school year. Key elements of the plan include monthly safety drills, crisis-intervention plans, behavior, medical emergency drills and annual fire-extinguisher training.
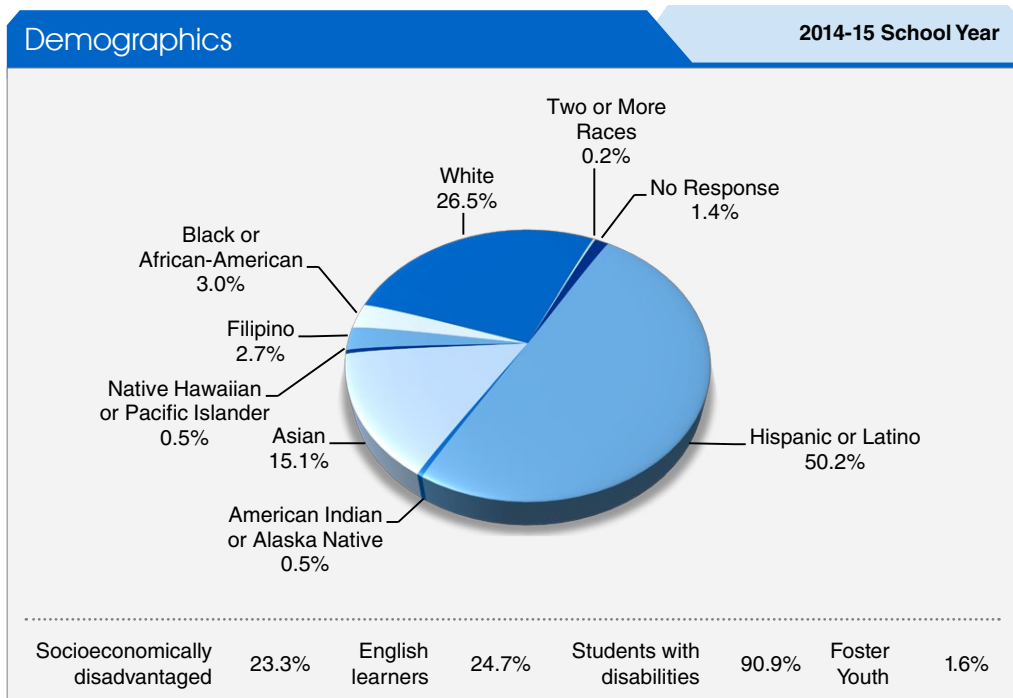
"All students have the ability as well as the right to learn and to progress"

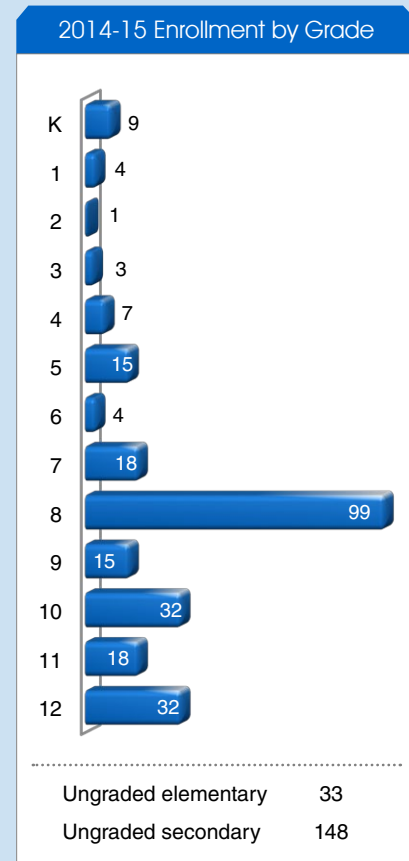## Enrollment by Student Group

The total enrollment at the school was 438 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2014-15 School Year

Two or More Races 0.2%

No Response 1.4%

White 26.5%

Black or African-American 3.0%

Filipino 2.7%

Native Hawaiian or Pacific Islander 0.5%

Asian 15.1%

American Indian or Alaska Native 0.5%

Hispanic or Latino 50.2%

Socioeconomically disadvantaged	23.3%	English learners	24.7%	Students with disabilities	90.9%	Foster Youth	1.6%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

Grade	Students
K	9
1	4
2	1
3	3
4	7
5	15
6	4
7	18
8	99
9	15
10	32
11	18
12	32

Ungraded elementary	33
Ungraded secondary	148

Class Size

- Class size averaged 9 students per class for students with severe-to-profound cognitive and/or physical disabilities
- Class size averaged 8 students per class for students in the Deaf and Hard-of-Hearing Program

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 on October 30, 2015, focused on school-based teams' implementation of California content standards, communication, fine/gross motor development and positive behavioral strategies.

Our ongoing staff development opportunities include the special-education services department—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: Unique Learning System Curriculum, CPR, MOVE, System of Support, ProAct , Intensive Behavioral Intervention, AT/AAC certification training 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 past three school years, there were two days dedicated for professional development each year with ongoing opportunities for all staff at various times throughout the school year.

Professional Development Days — Three-Year Data

	2013-14	2014-15	2015-16
Special Schools	2 days	2 days	2 days

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	Special Schools	OCDE	California
Met overall AYP	No	No	Yes
Met participation rate:			
English language arts	No	No	Yes
Mathematics	No	No	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	▲	Yes	Yes

2014-15 School Year

Federal Intervention Program

Schools and districts 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 enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	Special Schools	OCDE
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2005-2006
Year in Program Improvement	✧	Year 3
Number of Title I schools currently in Program Improvement		2
Percentage of Title I schools currently in Program Improvement		100.00%

2015-16 School Year

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

▲ Schools and/or districts that have fewer than 50 students in the graduation rate denominator (graduates plus non-graduates) are not required to meet the graduation rate criteria for AYP.

✧ Not applicable. The school is not in Program Improvement.

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. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels									Three-Year Data
	Special Schools			OCDE			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	❖	❖	❖	28%	29%	25%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	25%
All students at the school	❖
Male	❖
Female	❖
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Special Schools	OCDE	California
English language arts/literacy	6%	25%	44%
Mathematics	3%	17%	33%

❖ 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.

◈ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 7-8 and 11. Due to low enrollment scores are not shown for grades 3-6.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level
2014-15 School Year

English Language Arts: Grade 7 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	21	20	95.2%	60%	15%	10%	0%
Male		9	42.9%	❖	❖	❖	❖
Female		11	52.4%	73%	9%	9%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	9.5%	❖	❖	❖	❖
Filipino		1	4.8%	❖	❖	❖	❖
Hispanic or Latino		11	52.4%	55%	9%	9%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		5	23.8%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		6	28.6%	❖	❖	❖	❖
English learners		3	14.3%	❖	❖	❖	❖
Students with disabilities		8	38.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 7 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	21	20	95.2%	65%	20%	5%	0%
Male		9	42.9%	❖	❖	❖	❖
Female		11	52.4%	64%	18%	9%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	9.5%	❖	❖	❖	❖
Filipino		1	4.8%	❖	❖	❖	❖
Hispanic or Latino		11	52.4%	73%	18%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		5	23.8%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		6	28.6%	❖	❖	❖	❖
English learners		3	14.3%	❖	❖	❖	❖
Students with disabilities		8	38.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   Level 2 = Standard nearly met   Level 3 = Standard met   Level 4 = Standard exceeded

❖ 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.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	37	17	45.9%	82%	12%	6%	0%
Male		9	24.3%	❖	❖	❖	❖
Female		8	21.6%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	2.7%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		14	37.8%	93%	7%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		2	5.4%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		5	13.5%	❖	❖	❖	❖
English learners		1	2.7%	❖	❖	❖	❖
Students with disabilities		16	43.2%	88%	13%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	37	17	45.9%	76%	12%	6%	0%
Male		9	24.3%	❖	❖	❖	❖
Female		8	21.6%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	2.7%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		14	37.8%	86%	7%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		2	5.4%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		5	13.5%	❖	❖	❖	❖
English learners		1	2.7%	❖	❖	❖	❖
Students with disabilities		16	43.2%	81%	13%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   **Level 2** = Standard nearly met   **Level 3** = Standard met   **Level 4** = Standard exceeded

❖ 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.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level							2014-15 School Year

English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	17	16	94.1%	50%	25%	6%	0%
Male		11	64.7%	73%	9%	0%	0%
Female		5	29.4%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	11.8%	❖	❖	❖	❖
Filipino		2	11.8%	❖	❖	❖	❖
Hispanic or Latino		8	47.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	17.6%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		6	35.3%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		16	94.1%	50%	25%	6%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈
Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	17	16	94.1%	75%	19%	0%	0%
Male		11	64.7%	73%	18%	0%	0%
Female		5	29.4%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	11.8%	❖	❖	❖	❖
Filipino		2	11.8%	❖	❖	❖	❖
Hispanic or Latino		8	47.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	17.6%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		6	35.3%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		16	94.1%	75%	19%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   Level 2 = Standard nearly met   Level 3 = Standard met   Level 4 = Standard exceeded

❖ 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.

◈ Information is not available at this time.

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/or 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	2013-14 and 2014-15 School Years
	Special Schools
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	0.00%

Career Technical Education Programs

Secondary special education students who are 16 years of age and older have Individual Transition Plans (ITPs) incorporated into their IEPs. This process assists the student and family to develop postsecondary goals in the areas of education/training, employment and independent living. The transition planning process included development of interagency linkages needed to obtain services and supports for students leaving the school system and allows sufficient time to develop a comprehensive plan to attain success in post-school placement and integrated work. Adult Transition Programs located on the campuses of Golden West and Saddleback community colleges provided intensive transition planning services for students 18-22 years of age. The Adult Transition Programs (ATPs) are designed to help students move with maximum success from school to post-school placement in continuing education, community, and integrated work settings. ATP students accessed the college Learning Resource Center and specialized computer lab throughout the year to maximize success in learning. Students were also enrolled in adaptive community college classes such as physical education and swimming.

Interagency collaboration included monthly participation on the Orange County Adult Transition Task Force and the Adult Services Advisory Committee. These committees included representatives from the OCDE, Regional Center, Department of Rehabilitation, mental health, local parents, adult service providers and community colleges. In addition, the 30th anniversary edition of Orange County Department of Education Adult Services Transition Planning Resource Directory was published and distributed countywide. The directory included descriptions of 50 postsecondary continuing education programs and adult service agencies. Performance indicators and outcome information for these agencies were also provided. For more detailed information on the directory, please visit www.ocde.us/transition.

Career technical education programs offered by the Orange County Department of Education included vocational education and work-based learning at more than 40 business training sites. This training reflected the local job market and specifically focused on preparation for work in food services, retail, grocery, hotel, clerical, mail services, janitorial and door-to-door delivery. Students also gained work experience through volunteer service at organizations such as Assistance League, a senior assisted-living facility, and a local food bank.

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, more than 30 percent of the DHH students are enrolled in ROP courses, going on job shadows or are 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 DHH Adult Transition Program located on the campus of Orange Coast College.

Types of Services Funded

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

Career Technical Education Participation

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

Career Technical Education Data	
Special Schools	
2014-15 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%

"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."

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, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. 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. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements — Graduating Class of 2014

Group	Special Schools	OCDE	California
All students	12.12%	74.57%	84.60%
Black or African-American	❖	53.85%	76.00%
American Indian or Alaska Native	❖	30.00%	78.07%
Asian	❖	102.17%	92.62%
Filipino	❖	62.50%	96.49%
Hispanic or Latino	5.56%	67.90%	81.28%
Native Hawaiian or Pacific Islander	❖	66.67%	83.58%
White	42.86%	97.75%	89.93%
Two or more races	❖	117.39%	82.80%
Socioeconomically disadvantaged	5.56%	68.65%	81.36%
English learners	❖	53.98%	50.76%
Students with disabilities	12.12%	69.06%	61.28%
Foster youth	◈	◈	◈

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates — Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Special Schools	⁂	⁂	⁂	⁂	⁂	⁂
OCDE	85.85%	87.54%	88.62%	8.90%	7.30%	6.70%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

❖ 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.

◈ Information is not available at this time.

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

Advanced Placement Courses

No information is available for Orange County Special Education regarding Advanced Placement (AP) courses offered by subject at the school.

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

Special Schools

	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

OCDE

	12-13	13-14	14-15
Suspension rates	0.2%	1.0%	0.6%
Expulsion rates	0.0%	0.0%	0.0%

California

	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for OCDE's Special Schools Program.

Students Scoring at Proficient or Advanced Levels	Three-Year Data					
	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Special Schools	❖	❖	❖	❖	❖	❖
OCDE	27%	24%	33%	23%	27%	34%
California	57%	56%	58%	60%	62%	59%

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

Students Achieving at Each Performance Level	2014-15 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	67%	16%	18%
Mathematics	66%	23%	11%

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2015-16 School Year
Subject	**Textbook**	**Adopted**
English language arts	McGraw-Hill (K-5)	2008
English language arts	Houghton Mifflin (K-5)	1998
English language arts	Corrective Reading Comprehension, SRA/McGraw-Hill (2-6)	2000
English language arts	The Apple Tree Curriculum for Developing Written Language, Gander	2013
English language arts	Reading Mastery, SRA/McGraw-Hill (K-6)	2008
English language arts	Reading Mastery/Language Arts, SRA/McGraw-Hill (K-5)	2008
English language arts	Reading, Houghton Mifflin (K-6)	2000
English language arts	Language for Learning, SRA/McGraw-Hill (K-6)	2000
English language arts	English to Use, AGS	2012
English language arts	English, Level K-6; Houghton Mifflin	1998
English language arts	Writing and Grammar: Handbook, Prentice Hall	2013

★ Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ 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.

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 grade 10 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 No Child Left Behind (NCLB) law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. ★

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Textbooks and Instructional Materials

The majority of the students enrolled in the OCDE program are participating in a modified or 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, including English language learners. For students who receive instruction in the core curriculum, textbooks are chosen using the most recently board-approved textbooks from the host school district. With the Severely Handicapped population, we utilize modified California Content Standards as the guide to implement functional skills strategies. IEP goals are aligned to grade-level content standards at various levels of implementations. Each school orders adapted materials and supplemental materials that make instruction relevant for the students. Assistive Technology and/or Augmentative Alternative Communication equipment and strategies are provided so that students are able to access the core curriculum.

Textbooks and Instructional Materials, continued

Textbooks and Instructional Materials List		2015-16 School Year
Subject	**Textbook**	**Adopted**
English language arts	Writing and Grammar: Communication in Action, Prentice Hall	2003
English language arts	Wordskills (6-12)	2001
English language arts	World Literature, Pacemaker; Globe Fearon	2006
English language arts	American Literature, Pacemaker; Globe Fearon	2006
English language arts	Anthology Series (Readers, Students, American), Globe Fearon	1998
English language arts	Goodman's Five Star Stories, Jamestown Publishing	1996
English language arts	Reading Milestones	2014
English language arts	Scholastic Magazines: News (2-3); Action & Scope (3); Upfront	2014
English language arts	Oxford Picture Dictionary Series	2014
English language arts	Expressive Writing, Levels 1 & 2	2003
English language arts	Basic English Grammar, Pacemaker	2013
Health	Decisions for Health, Book 1 & 2	2014
Mathematics	Houghton Mifflin (K-6)	2002
Mathematics	Pearson, Prentice Hall (6)	2009
Mathematics	Consumer Mathematics, AGS	2012
Mathematics	Life Skills Math, AGS	2012
Mathematics	Geometry, Pacemaker	2011
Mathematics	Algebra 2, Prentice Hall	2006-07
Mathematics	MathSteps, Houghton Mifflin (K-6)	2002
Mathematics	Excel Math, AnsMar Publishers, Inc. (1-5)	1999
Mathematics	Basic Math Skills, AGS	1998
Mathematics	Algebra Readiness, McDougal Littell	2009
Mathematics	Algebra 1, Holt	2009
Mathematics	Geometry, McDougal Littell	2003
Mathematics	Algebra 1, Prentice Hall	2010
Mathematics	Living on Your Own	2014
Mathematics	Math in Focus: Singapore Math (5)	2015
Mathematics	Math in Focus: Singapore Math (Course 1)	2015
Science	Harcourt School Publishers (1-5)	2000
Science	McGraw-Hill (6)	2007
Science	Harcourt	1997
Science	Science, Scott Foresman (K-5)	2007
Science	Focus on Earth Science, Glencoe (6)	2007
Science	Physical Science: Concepts and Challenges, Globe Fearon	2003

Currency of Textbook Data

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

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

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	
2015-16 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%
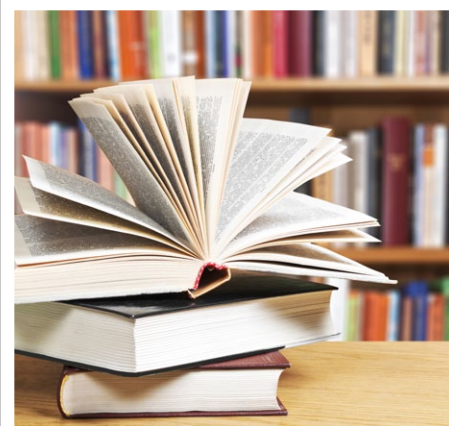
Textbooks and Instructional Materials, continued

Textbooks and Instructional Materials List		2015-16 School Year
Subject	**Textbook**	**Adopted**
Science	Earth Science: Concepts and Challenges, Globe Fearon	2000
Science	Health, Globe Fearon	2003
Science	Focus on Elementary Biology, Focus on Elementary Chemistry, Focus on Elementary Physics	2014
Science	The Earth and Beyond, Steck Vaughn	2015
Science	Life Science, PCI	2015
Social science	Harcourt School Publishers (1-5)	2007
Social science	McDougal Littell (6)	2006
Social science	Reflections: California, Harcourt (K-5)	2007
Social science	Maps, Globes, Graphs, Level A-F; Steck-Vaughn	1996
Social science	Social Studies, Level A-F; Steck-Vaughn	1996
Social science	United States History, Globe Fearon	2002
Social science	American Government: Freedom, Rights, Responsibilities; Steck-Vaughn	1998
Social science	Government Today, The People's Publishing	2002
Social science	Economics: Concepts and Applications, Steck-Vaughn	2002
Social science	Magruder's American Government and Foundation Series, Pearson	2013
Social science	Prentice Hall Economics & Foundation Series, Pearson	2013
Social science	U.S. Government, PCI	2009
Social science	U.S. Law, PCI	2009
Social science	U.S. Citizenship, PCI	2009
Social science	Economics, PCI	2009
Social Science	Pacemaker: Economics	2015
Social Science	Pacemaker: American Government	2015
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
American Sign Language	Signing Naturally, Units 1-12	2015

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 at the school, please contact Chief of Special Education Services Dennis Roberson at (714) 966-4129.

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-serve 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 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 and 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.

School Facility Good Repair Status			2015-16 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Fair	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			11/16/2015
Date of the most recent completion of the inspection form			12/17/2015

Deficiencies and Repairs

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

Deficiencies and Repairs	2015-16 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Systems	Exhaust fans to be replaced due to age and condition. Work order in progress December 2015-January 2016
Interior	Replace stained ceiling tiles; replace damaged classroom wall panels; minor paint repairs. Work order in progress December 2015-January 2016
Cleanliness	Clear clutter and storage from classrooms and further inspect evidence of termites. Work order in progress December 2015-January 2016
Electrical	Discontinue improper use of extension cords and surge protectors; replace lights out in classrooms. Work order in progress December 2015-January 2016
Restrooms/ fountains	Plumbing fixtures need minor repairs. Work order in progress December 2015-January 2016
Safety	Exterior paint required in some areas. Work order in progress December 2015-January 2016
Structural	Minor exterior damage to portable classrooms. Work order in progress December 2015-January 2016
External	Knott parking lot and playground repairs. Minor window blind repairs. Work order in progress December 2015-January 2016

School Facilities

The Special Schools Programs of the Orange County Department of Education provides instructional services for students with moderate to severe disabilities on 17 different school sites in eight Orange County school districts and on three community college campuses. The number of classrooms on these sites ranges from one to 10. Two of the sites, Philip J. Reilly Elementary School in Capistrano Unified School District and Meadow Park Elementary School in Irvine Unified School District, were the result of joint building projects between OCDE and the host district. These two sites have features unique to students with special needs (e.g., automatic doors and 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.

OCDE completed a major building project with Irvine Unified School District in January 2009. The Hillview High School facility was renovated by the Tustin Unified School District during the 2011-12 school year, reopening in September 2012. The general condition of the sites where OCDE's programs are housed is good. OCDE has six custodians who work before, during and after school hours to ensure our facilities are cleaned and sanitized on a daily basis.

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.

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		
	OCDE	Special Schools		
Teachers	15-16	13-14	14-15	15-16
With full credential	293	65	62	61
Without full credential	6	2	3	6
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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Special Schools		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	1

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Special Schools	◇	◇
All schools in district	92.04%	7.96%
High-poverty schools in district	89.52%	10.48%
Low-poverty schools in district	98.90%	1.10%

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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	110
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	0.0
Social worker	0.2
Nurse	16.1
Speech/language/hearing specialist	11.7
Resource specialist (nonteaching)	0.0
Other	FTE
Audiologist	4.0
Occupational therapist	3.9
Physical therapist	0.9
Teacher of the visually impaired	1.0
Orientation and mobility specialist	1.0
Adapted physical education teacher	4.0
Assistive technology specialist	5.0

◇ Information is not available at this time.

Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data	2013-14 Fiscal Year	
	OCDE	Similar Sized District
Beginning teacher salary	✪	✪
Midrange teacher salary	✪	✪
Highest teacher salary	✪	✪
Average elementary school principal salary	✪	✪
Average middle school principal salary	✪	✪
Average high school principal salary	✪	✪
Superintendent salary	✪	✪
Teacher salaries: percentage of budget	✪	✪
Administrative salaries: percentage of budget	✪	✪

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Special Schools	$2,929	$96,763
OCDE	$8,834	$104,214
California	$5,348	◈
School and district: percentage difference	-66.8%	-7.1%
School and California: percentage difference	-45.2%	◆

✪ County Office 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	
2013-14 Fiscal Year	
Total expenditures per pupil	$2,929
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$2,929
Annual average teacher salary	$96,763
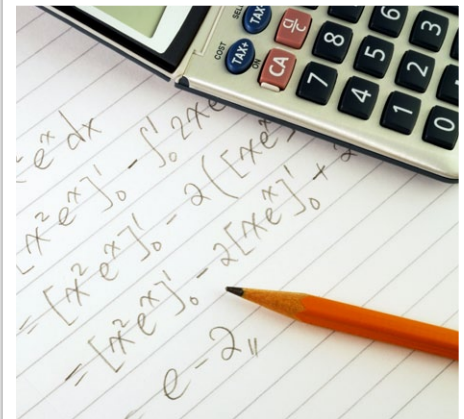
Expenditures Per Pupil

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.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

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[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.