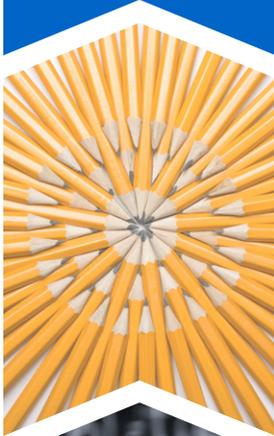# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

Orange County Department of Education: Special Schools Program

Dennis Roberson, Chief
Special Education Services
droberson@ocde.us

200 Kalmus Dr.
Costa Mesa, CA 92626

Grades: Infant, PreK-Adult
Phone: (714) 966-4130
www.ocde.us/SPED

CDS Code: 30-10306-6069553

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 3-21 are 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 in prekindergarten through 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 55 classes. These classes are placed on 17 integrated school district sites throughout Orange County.

School Mission Statement

To ensure that all students with disabilities are equipped with the 21st century competencies, they need to be as successful and independent as possible in present and future environments.

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. All OCDE Special Schools staff will receive active-shooter training during the 2016-17 school year.

Mandatory staff development includes: child-abuse reporting, communicable disease transmission, proper lifting procedures, blood-borne 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 2016. 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.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

The mission of the Orange County Department of Education is to ensure that all students are equipped with the competencies they need to thrive in the 21st century.

Vision Statement

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

Orange County Board of Education

Rebecca Gomez, *1st District*

David L. Boyd, *2nd District*

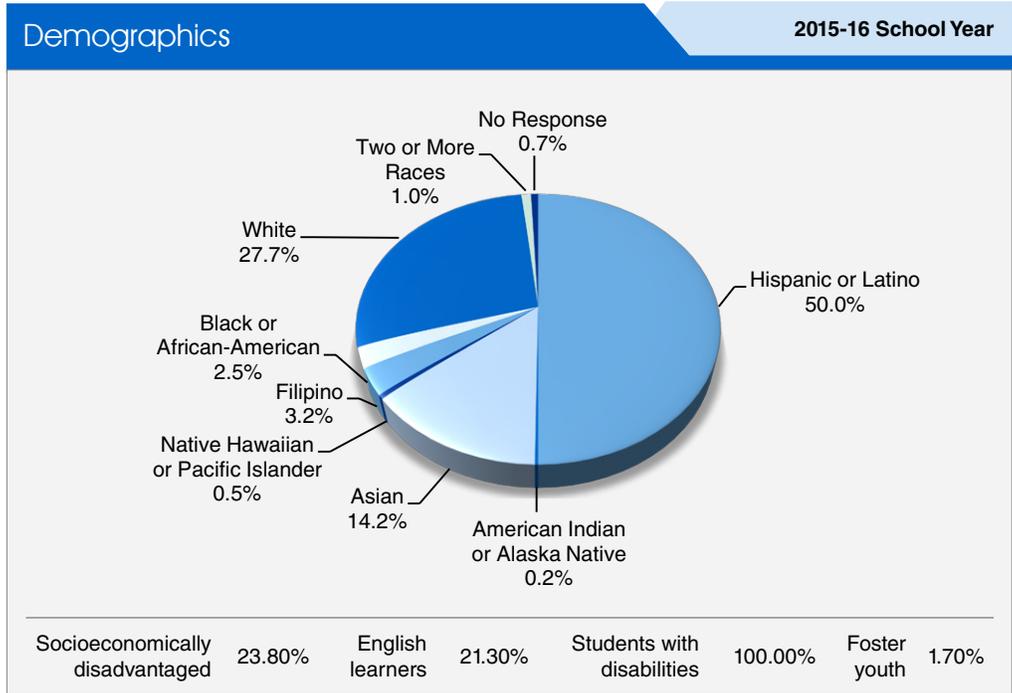Dr. Ken L. Williams, *3rd District*

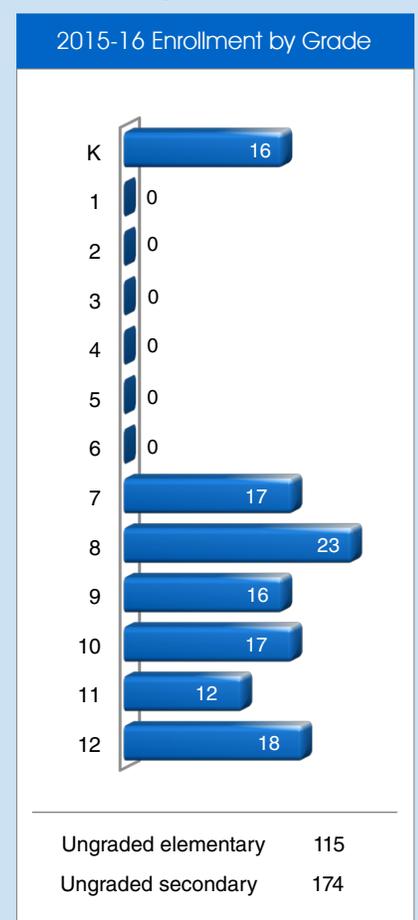John W. Bedell, Ph.D.; *4th District*

Linda Lindholm, *5th District*

Enrollment by Student Group

The total enrollment at the school was 408 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2015-16 School Year

No Response 0.7%
Two or More Races 1.0%
White 27.7%
Black or African-American 2.5%
Filipino 3.2%
Native Hawaiian or Pacific Islander 0.5%
Asian 14.2%
American Indian or Alaska Native 0.2%
Hispanic or Latino 50.0%

Socioeconomically disadvantaged	23.80%	English learners	21.30%	Students with disabilities	100.00%	Foster youth	1.70%

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.

Suspensions and Expulsions									Three-Year Data
	Special Schools			OCDE			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspension rates	0.0%	0.0%	0.5%	1.0%	0.6%	4.1%	4.4%	3.8%	3.7%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Professional Development

Each year, the school site committees have opportunities within their minimum-day schedule to address site-specific staff development needs. Staff development days are developed from the results of a comprehensive needs assessment completed by all certificated and classified staff. Staff development days were August 29-30, 2016. The focus for teachers was assessment and curriculum training on the SANDI and ST Math. Para-educators focus was a variety of topics including: AT/AAC, positive behavioral strategies, stress-reduction strategies. All staff participated in active-shooter training.

Throughout the year, staff development opportunities include in-services and workshops to help teachers, paraeducators and support staff continue to improve and update their skills. Included in the staff development program are: Unique Learning System Curriculum, CPR/First Aid, MOVE, System of Support, ProAct, Positive Behavioral Intervention, and AT/AAC certification training,

Professional Development Days			Three-Year Data
	2014-15	2015-16	2016-17
Special Schools	2 days	2 days	2 days

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

Grade	Enrollment
K	16
1	0
2	0
3	0
4	0
5	0
6	0
7	17
8	23
9	16
10	17
11	12
12	18

Ungraded elementary	115
Ungraded secondary	174

Class Size Distribution

- Class size averaged 8 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 programs

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced									Three-Year Data
	Special Schools			OCDE			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	❖	❖	42%	29%	25%	32%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	96	77	80.21%	41.56%
Male	54	44	81.48%	43.18%
Female	42	33	78.57%	39.39%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	50	40	80.00%	32.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	28	20	71.43%	35.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	19	16	84.21%	43.75%
English learners	15	14	93.33%	28.57%
Students with disabilities	96	77	80.21%	41.56%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Special Schools		OCDE		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	6%	5%	30%	28%	44%	48%
Mathematics	3%	4%	20%	18%	33%	36%

❖ 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 Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8 and 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	22	11	50.00%	0.00%
Male	13	5	38.50%	0.00%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	9	60.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	22	11	50.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	22	11	50.00%	0.00%
Male	13	6	46.20%	0.00%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	9	60.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	22	11	50.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	13	6	46.20%	0.00%
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	13	6	46.20%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	13	6	46.20%	0.00%
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	13	6	46.20%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	23	12	52.20%	0.00%
Male	❖	❖	❖	❖
Female	13	8	61.50%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	7	53.90%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	23	12	52.20%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	23	12	52.20%	0.00%
Male	❖	❖	❖	❖
Female	13	8	61.50%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	7	53.90%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	23	12	52.20%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

| Percentage of Students Meeting or Exceeding State Standards | | | 2015-16 School Year |

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	13	10	76.90%	0.00%
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	12	10	83.30%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	13	10	76.90%	0.00%
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	12	10	83.30%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards	2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	24	77.40%	4.17%
Male	18	13	72.20%	0.00%
Female	13	11	84.60%	9.09%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	18	15	83.30%	6.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	31	24	77.40%	4.17%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	24	77.40%	8.33%
Male	18	13	72.20%	7.69%
Female	13	11	84.60%	9.09%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	18	15	83.30%	6.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	31	24	77.40%	8.33%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year	
English Language Arts: Grade 8				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	37	26	70.30%	7.69%
Male	19	11	57.90%	9.09%
Female	18	15	83.30%	6.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	17	16	94.10%	6.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	5	45.50%	20.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	37	26	70.30%	7.69%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 8				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	37	26	70.30%	3.85%
Male	19	11	57.90%	9.09%
Female	18	15	83.30%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	17	16	94.10%	6.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	5	45.50%	0.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	37	26	70.30%	3.85%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards — 2015-16 School Year

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	22	17	77.30%	12.50%
Male	13	9	69.20%	12.50%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	11	68.80%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	22	17	77.30%	12.50%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	22	17	77.30%	5.90%
Male	13	9	69.20%	11.10%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	11	68.80%	9.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	22	17	77.30%	5.90%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent 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/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2015
Group	**Special Schools**	**OCDE**	**California**
All students	12.12%	74.30%	85.66%
Black or African-American	❖	58.97%	76.88%
American Indian or Alaska Native	❖	170.00%	74.87%
Asian	❖	143.48%	92.78%
Filipino	❖	12.50%	96.80%
Hispanic or Latino	5.56%	64.39%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	42.86%	100.75%	87.23%
Two or more races	❖	134.78%	91.36%
Socioeconomically disadvantaged	5.56%	36.53%	76.61%
English learners	❖	50.27%	50.90%
Students with disabilities	12.12%	87.77%	68.38%
Foster youth	◈	◈	◈

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			**Dropout Rate**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Special Schools	⚹	⚹	⚹	⚹	⚹	⚹
OCDE	87.54%	88.62%	89.96%	7.30%	6.70%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ 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 Offices of Education administered schools receive the countywide rate.

Admission Requirements for California's Public Universities

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

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

Course Enrollment for UC/CSU Admission

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

UC/CSU Admission	
Special Schools	
2014-15 and 2015-16 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%

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 programs, 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, teachers assess students using the Student Annual Needs Determination Inventory (SANDI). Modified California Content Standards serve as the guide for instruction. Teachers use the Unique Learning Systems and ST Math curriculums for students with moderate-to-severe disabilities.

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 List — 2016-17 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	*Six-Way Paragraphs* series	2007
English language arts	*Writing and Grammar: Handbook*, Prentice Hall	2013
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
English language arts	Time for Kids Magazine	2014
Health	*Decisions for Health*, Book 1 & 2	2014
Mathematics	*Algebra*, AGS	2000

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 — 2016-17 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%

Quality of Textbooks

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

Quality of Textbooks — 2016-17 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks — 2016-17 School Year

Data collection date	9/13/2016

Textbooks and Instructional Materials, *Continued from page 13*

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
Mathematics	Houghton Mifflin (K-6)	2002
Mathematics	*Pre-Algebra,* AGS	2004
Mathematics	Pre-Algebra, Prentice Hall	2004
Mathematics	Pearson, Prentice Hall (6)	2009
Mathematics	*Algebra 2*, AGS	2012
Mathematics	*Consumer Mathematics*, AGS	2012
Mathematics	*Life Skills Math*, AGS	2012
Mathematics	*Geometry*, Pacemaker	2011
Mathematics	*Algebra 2*, Prentice Hall	2006-07
Mathematics	*Math Steps*, 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
Mathematics	*Big Ideas Math*, Course 1	2016
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
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	*World History and You*, Steck-Vaughn	1997
Social science	Harcourt School Publishers (1-5)	2007
Social science	McDougal Littell (6)	2006

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.

Textbooks and Instructional Materials, *Continued from page 14*

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
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 Foundations Series*, Pearson	2013
Social science	*Prentice Hall Economics & Foundation Series*, Pearson	2013
Social science	*United States Government*, PCI	2009
Social science	*U.S. Law*, PCI	2009
Social science	*United States Citizenship*, PCI	2009
Social science	*Economics*, PCI	2009
Social science	*Economics*, Pacemaker	2015
Social science	*American Government*, Pacemaker	2015
History/social science	*World History*, McDougal Littell	2006
U.S. history	*America's Story*, Steck-Vaughn	2007-08
Global	*History of Our World*, Steck-Vaughn	2007-08

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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		2016-17 School Year
	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 schools currently in Program Improvement		2
Percentage of schools currently in Program Improvement		100.00%

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

Career Technical Education Programs

Continued from page 14

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.

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	
2015-16 Participation	
Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

Advanced Placement Courses

No information is available for Orange County Special Education regarding Advanced Placement (AP) courses.

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			2016-17 School Year
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			11/14-17/2016
Date of the most recent completion of the inspection form			11/14-17/2016

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	2016-17 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Interior	Some damaged/peeling wall paper inside classrooms. Work orders submitted to address the issue. Repairs were completed December 2016-February 2017.
Cleanliness	Damaged/stained ceiling tiles. Work orders submitted to address the issue. Repairs were completed December 2016-February 2017.
Safety	Secure tall cabinets to wall/floor. Work orders submitted to address the issue. Repairs were completed December 2016-February 2017.
External	Termite damage to exterior of portables and some paint chipping. Work orders submitted to address the issue. Repairs were completed December 2016-February 2017.

School Facilities

The Special Schools Programs of the Orange County Department of Education provides instructional services for students with moderate to severe disabilities on 15 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 University High 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 and video technology).

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.

School Facilities

Continued from left

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 student access to instruction. The Hillview High School facility was renovated by the Tustin Unified School District during the 2011-12 school year, reopening in September 2012. In 2015, OCDE renovated Trident Special Classes jointly with the Anaheim Union High School District. Students from another site were transferred to Trident in September 2015.

The general condition of the sites where OCDE's programs are housed is good. OCDE has eight 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. 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	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	279	62	61	61
Without a full credential	6	3	6	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Special Schools		
Teachers	**14-15**	**15-16**	**16-17**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	0

Core Academic Classes Taught by Highly Qualified Teachers

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

Highly Qualified Teachers	2015-16 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	98.76%	1.24%
High-poverty schools in district	99.67%	0.33%
Low-poverty schools in district	96.04%	3.96%

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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	100
Support Staff	**FTE**
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	5.97
Social worker	0.00
Nurse	5.88
Speech/language/hearing specialist	10.88
Resource specialist (nonteaching)	0.00
Other	**FTE**
Audiologist	3.00
Occupational therapist	3.91
Physical therapist	0.91
Teacher of the visually impaired	1.00
Orientation and mobility specialist	1.00
Adapted physical education teacher	4.97
Assistive technology specialist	0.96
Vocational specialist	0.93

◈ Information is not available at this time.

Financial Data

The financial data displayed in this SARC is from the 2014-15 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	2014-15 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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Special Schools	$17,000	$104,387
OCDE	$9,473	$109,743
California	$5,677	◈
School and district: percentage difference	+79.4%	-4.9%
School and California: percentage difference	+199.4%	◆

✪ County Offices of Education that operate schools are not required to report this data.

◈ Data is not available.

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

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$17,000
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$17,000
Annual average teacher salary	$104,387

Types of Services Funded

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

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.