

### Principal's Message

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

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

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

School Description: The OCDE Special School Program provides an appropriate special education program for students referred from the 28 local school districts in Orange County and seven school districts outside of Orange County. Educational programs are provided in three types of educational placements, including, 1) Special Classes for Students with Severe Disabilities, 2) Classes for Students who are Deaf and Hard of Hearing (DHH), and 3) 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/staff ratio in a structured class setting. Students are enrolled from ages 3-21. Specialized physical health care is available for those students whose medical conditions warrant such services.

The DHH program offers programs for deaf and hard of hearing infants and students from grades Pre-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 (three years of age through the sixth grade), and the DHH Total Communication Program for students from grades 7-12.

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

### 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.

*"It is the goal of the OCDE Special Schools Program to provide the most meaningful education program designed to meet each student's needs."*

Dennis Roberson,  
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CDS Code: 30-10306-6069553  
Grades: Pre-K-Adult

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### OCDE Special Schools Program Philosophy and Mission Statement:

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

### Orange County Department of Education

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### Orange County Board of Education

Robert Hammond, 1st District

David L. Boyd, 2nd District

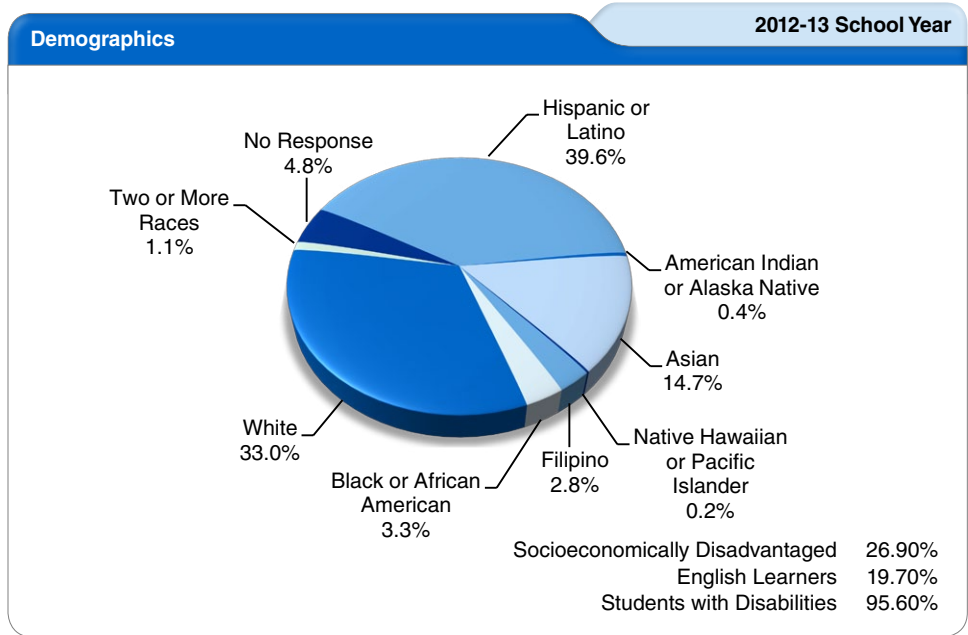
Dr. Ken L. Williams, 3rd District

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

Elizabeth Parker, 5th District

### Enrollment by Student Group

The total enrollment at the school was 457 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



### 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 2012. Each administrative unit coordinates their minimum day schedule with the mandatory topics during the school year. Key elements of the plan include monthly safety drills, crisis intervention plans, behavior, medical emergency drills, and annual fire extinguisher training.

### Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates	Three-Year Data Comparison					
	Special Education			Orange CDE		
	10-11	11-12	12-13	10-11	11-12	12-13
<b>Suspension Rates</b>	6.2%	1.3%	1.3%	13.0%	2.2%	1.5%
<b>Expulsion Rates</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

### Enrollment by Grade Level

This table displays the total number of students enrolled in each grade for the 2012-13 school year.

Enrollment by Grade Level	
Grade	Enrollment
K	2
1	3
2	5
3	4
4	2
5	6
6	2
7	13
8	14
9	23
10	13
11	29
12	57
<b>Ungraded Elementary</b>	143
<b>Ungraded Secondary</b>	141



### Class Size

- Class size averaged 9 students per class for students with severe-to-profound cognitive and/or physical disabilities
- Class size averaged 10 students per class for students in the Deaf and Hard-of-Hearing Program

### STAR Results for All Students

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

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Special Education			Orange CDE			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	50%	53%	57%	27%	30%	32%	54%	56%	55%
Mathematics	47%	43%	46%	28%	30%	36%	49%	50%	50%
Science	❖	❖	❖	23%	23%	29%	57%	60%	59%
History-Social Science	21%	23%	9%	19%	21%	17%	48%	49%	49%



### Standardized Testing and Reporting Program

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

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

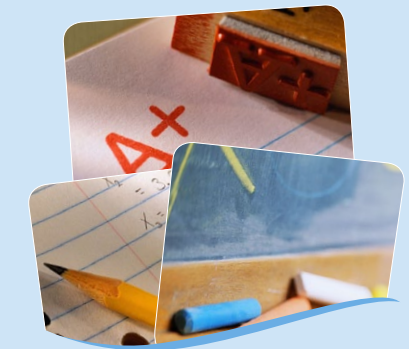
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit [star.cde.ca.gov](http://star.cde.ca.gov).

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

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	32%	36%	30%	17%
All Students at the School	57%	46%	64%	9%
Male	65%	53%	61%	13%
Female	41%	31%	❖	5%
Black or African American	69%	50%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	64%	42%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	46%	37%	60%	9%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	75%	63%	64%	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	37%	36%	❖	4%
English Learners	58%	34%	64%	❖
Students with Disabilities	57%	47%	64%	9%
Students Receiving Migrant Education Services	❖	❖	❖	❖



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

### API Ranks

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

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

### Academic Performance Index

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

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/) for the API information guide and the API overview guide.

### API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group		2013 Growth API and Three-Year Data Comparison							
Group	2013 Growth API						Special Education – Actual API Change		
	Special Education		Orange CDE		California		10-11	11-12	12-13
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	238	684	2,293	666	4,655,989	790	10	-5	36
Black or African American	9	❖	52	652	296,463	708	■	■	■
American Indian or Alaska Native	1	❖	20	482	30,394	743	■	■	■
Asian	32	710	231	852	406,527	906	■	■	■
Filipino	8	❖	8	❖	121,054	867	■	■	■
Hispanic or Latino	113	622	1,178	570	2,438,951	744	■	■	■
Native Hawaiian or Pacific Islander	0	❖	10	❖	25,351	774	■	■	■
White	67	776	698	753	1,200,127	853	■	■	■
Two or More Races	3	❖	64	769	125,025	824	■	■	■
Socioeconomically Disadvantaged	55	602	952	548	2,774,640	743	■	■	■
English Learners	76	667	803	558	1,482,316	721	■	■	■
Students with Disabilities	236	683	121	410	527,476	615	■	■	■

\* Statewide and similar schools ranks are not applicable to special education schools.

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

■ Data are reported only for numerically significant groups.



### 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:

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

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria	2012-13 School Year	
	Special Education	Orange CDE
<b>Met Overall AYP</b>	No	No
<b>Met Participation Rate</b>		
English-Language Arts	No	No
Mathematics	No	No
<b>Met Percent Proficient</b>		
English-Language Arts	No	No
Mathematics	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	▲	No

### 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 (API or graduation rate) 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 percent 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 2013-14 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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2013-14 School Year	
	Special Education	Orange CDE
<b>Program Improvement Status</b>	Not Title I	In PI
<b>First Year of Program Improvement</b>	◇	2005-2006
<b>Year in Program Improvement</b>	◇	Year 3
<b>Number of Schools Identified for Program Improvement</b>		1
<b>Percent of Schools Identified for Program Improvement</b>		100.00%

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

◇ Not applicable.



### Professional Development

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

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: Model Classroom, BASIC, SUCCESS, CPR, MOVE, System of Support, Behavioral Intervention Case Management, Intensive Behavioral Intervention, and the Touch2Learn Project.

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

For the 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.



### California High School Exit Exam Grade Ten Results

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

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	10-11	11-12	12-13	10-11	11-12	12-13
Special Education	15%	5%	28%	19%	15%	64%
Orange CDE	30%	24%	27%	20%	19%	23%
California	59%	56%	57%	56%	58%	60%

### 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 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.

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

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

Students Achieving at Each Performance Levels	2012-13 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	73%	15%	12%	77%	18%	5%
All Students at the School	72%	10%	18%	36%	46%	18%
Male	27%	0%	9%	0%	27%	9%
Female	45%	10%	9%	36%	19%	9%
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	72%	10%	18%	36%	46%	18%
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

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

### Admission Requirements for California’s Public Universities

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

**California State University:** Eligibility for admission to the 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](http://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 [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

UC/CSU Admission		2011-12 and 2012-13 School Years
	Special Education	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13	◆	
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12	◆	

### Career Technical Education Programs

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

Interagency collaboration included monthly participation on the Orange County Adult Transition Task Force and the Adult Services Advisory Committee. These committees included representatives from the Orange County Department of Education, Regional Center, Department of Rehabilitation, mental health, local parents, adult service providers, colleges, and ROP programs. In addition, the 21st-annual Orange County Department of Education Adult Services Transition Planning Resource Directory was published and distributed countywide. The directory included descriptions of 40 post-school continuing education and adult service agencies. Performance indicators and outcome information for these agencies were also included. For more detailed information on the directory, please visit [www.ocde.us/transition](http://www.ocde.us/transition).

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

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 holding down paying part-time jobs. Seniors meet their Department of Rehabilitation counselors in January and make the final preparation for their transition to a variety of educational and employment programs, including the Career Adult Program located on the Coastline Regional Occupational Program campus.

◆ Information not available.



*“All students have the ability as well as the right to learn and to progress.”*



### Career Technical Education Participation

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

Career Technical Education Data	
Special Education	
2012-13 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%

*"All students shall participate in instructional opportunities that assist them in participating as fully as possible in their present and future environments."*

### Completion of High School Graduation Requirements

This table displays school, District, and California data for the number 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 California High School Exit Exam (CAHSEE) or received a local waiver or State exemption. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Special Education	Orange CDE	California
All Students	14	1,398	418,598
Black or African American	❖	51	28,078
American Indian or Alaska Native	❖	14	3,123
Asian	❖	68	41,700
Filipino	❖	❖	12,745
Hispanic or Latino	❖	834	193,516
Native Hawaiian or Pacific Islander	❖	❖	2,585
White	❖	359	127,801
Two or More Races	❖	35	6,790
Socioeconomically Disadvantaged	❖	622	217,915
English Learners	❖	537	93,297
Students with Disabilities	14	119	31,683

### Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit [www2.ed.gov/policy/elsec/guid/hsgguidance.pdf](http://www2.ed.gov/policy/elsec/guid/hsgguidance.pdf) for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	09-10	10-11	11-12	09-10	10-11	11-12
Special Education	❖	❖	❖	12.30%	9.50%	9.00%
Orange CDE	82.63%	85.60%	85.56%	12.30%	9.50%	9.00%
California	74.72%	77.14%	78.73%	16.60%	14.70%	13.10%

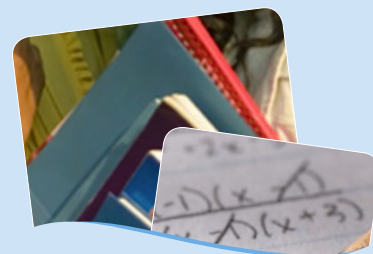
❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information not available.



### Advanced Placement Courses

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



### Types of Services Funded

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

*"Each student's educational program shall focus on maximizing student independence."*



### Textbooks and Instructional Materials

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

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



### 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	
2013-14 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 List		2013-14 School Year
Subject	Textbook	Adopted
English-Language Arts	Corrective Reading Comprehension, SRA/McGraw-Hill (2-6)	2000
English-Language Arts	Gander The Apple Tree Curriculum	2013
English-Language Arts	Reading Mastery, SRA/McGraw-Hill (2-6)	2000
English-Language Arts	Reading, Houghton Mifflin (K-6)	2000
English-Language Arts	Language Learning, SRA/McGraw-Hill (2-6)	2000
English-Language Arts	AGS English to Use	2012
English-Language Arts	English, Level K-6, Houghton Mifflin	1998
English-Language Arts	Prentice Hall Writing and Grammar Handbook	2013
English-Language Arts	Writing and Grammar, Communication in Action, PH	2003
English-Language Arts	World Literature Pacemaker, Globe	2006
English-Language Arts	American Literature Pacemaker, Globe	2006
English-Language Arts	Anthology Series, (Readers, Students, American), Globe	1998
English-Language Arts	Jamestown Publishing Goodman Five Star Stories	1996
Mathematics	AGS Consumer Mathematics	2012
Mathematics	AGS Lifeskills Math	2012
Mathematics	Pacemaker Geometry	2011
Mathematics	Algebra 2, Prentice Hall	2006-07
Mathematics	Mathsteps, Houghton Mifflin	2002
Mathematics	Basic Math Skills, AGS	1998
Mathematics	Algebra Readiness, McDougal Littell	2009
Mathematics	Algebra 1, Holt	2009
Mathematics	Geometry, McDougal Littell	2003
Mathematics	Algebra I, Prentice Hall	2010
Science	Harcourt	1997

Continued on page 9



### Currency of Textbook Data

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

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	10/2013

### Textbooks and Instructional Materials

Continued from page 10

Textbooks and Instructional Materials List		2013-14 School Year
Subject	Textbook	Adopted
Science	Science, Scott Foresman (K-5)	2007
Science	Focus on Earth, Glencoe (6)	2007
Science	Physical Science, Concepts and Challenges, Globe	2003
Science	Science, Harcourt	2000
Science	Health, Globe Fearon	2003
Social Science	California Reflections, Harcourt (K-5)	2007
Social Science	Maps, Globes and Graphs, Level A-F, Steck-Vaughn	1996
Social Science	Social Studies, Level A-F, Steck-Vaughn	1996
Social Science	United States History, Globe Fearon	2002
Social Science	American Government: Freedom, Rights and Responsibilities, Steck-Vaughn	1998
Social Science	Government Today, The People's Publishing	2002
Social Science	Economics: Concepts and Applications, Steck-Vaughn	2002
Social Science	Pearson American Government Foundation Series	2013
Social Science	Pearson Economics Foundation Series	2013
Social Science	US Government, PCI	2009
Social Science	US Law, PCI	2009
Social Science	US Citizenship, PCI	2009
Social Science	Economics, PCI	2009
History-Social Science	World History, McDougal Littell	2006
US History	America's Story, Steck Vaughn	2007-08
Global	History of Our World, Steck Vaughn	2007-08
Foreign Language	Master ASL! Level One, Sign Media, Inc.	2008

### Quality of Textbooks

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

Quality of Textbooks		2013-14 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	

### 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 less. Therefore, no data is available for the OCDE Special Schools Program. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).



### Public Internet Access

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

### School Facility Items Inspected

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

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

### School Facility Good Repair Status

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

School Facility Good Repair Status		2013-14 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
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			11/22/2013
<b>Date of the Most Recent Completion of the Inspection Form</b>			12/18/2013

### 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		2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Remove and replace office carpet and sheet vinyl at Reilly Elementary. Repairs made 9/20/13.	
Electrical	Replace interior lights at Knott Preschool. Replaced 9/5/13. Exterior wiring and conduit repaired 8/14/2013.	
Restrooms/Fountains	Miscellaneous plumbing repairs at Knott Preschool, Repairs made 11/22/13.	

### School Facilities

The Special Schools Programs of the Orange County Department of Education provides instructional services for students with moderate to severe disabilities on 19 different school sites in eight Orange County School Districts and on three Community College campuses. The number of classrooms on these sites ranges from 1-10. Two of the sites, Philip J. Reilly in Capistrano Unified and Meadow Park Elementary Unified, were the result of joint building projects between OCDE and the host District. These two sites have features unique to students with special needs (i.e., automatic doors, bathroom facilities in the classroom). The host districts are generally responsible for maintaining the condition of the facility and the grounds. OCDE works cooperatively with all its host districts to maintain an environment that supports good instruction.



### School Facilities

*Continued from left*

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 with an anticipated reopening date of 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/or 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.



*Continued on sidebar*

### 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/](http://www.ctc.ca.gov/).

Teacher Credential Information	Three-Year Data Comparison			
	Orange CDE	Special Education		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	346	70	52	68
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		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 Comparison		
	Special Education		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended 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 2012-13 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](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Special Education	84.48%	15.52%
All Schools in District	97.35%	2.65%
High-Poverty Schools in District	99.34%	0.66%
Low-Poverty Schools in District	93.42%	6.58%

### 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	
2012-13 School Year	
<b>Academic Counselors</b>	
FTE of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	126:1
<b>Support Staff</b>	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	6.6
Social Worker	0.0
Nurse	7.7
Speech/Language/Hearing Specialist	9.5
Resource Specialist (non-teaching)	0.0
<b>Other</b>	
Audiologist	1.6
Occupational Therapist	3.1
Physical Therapist	0.9
Teacher of the Visually Impaired	1.0
Adapted Physical Education Teacher	4.8



### Financial Data

The financial data displayed in this SARC is from the 2011-12 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 CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec/](http://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/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at [www.ed-data.org](http://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	2011-12 Fiscal Year	
	Orange CDE	Similar Sized District
Beginning Teacher Salary	×	×
Mid-Range Teacher Salary	×	×
Highest Teacher Salary	×	×
Average Elementary School Principal Salary	×	×
Average Middle School Principal Salary	×	×
Average High School Principal Salary	×	×
Superintendent Salary	×	×
Teacher Salaries — Percent of Budget	×	×
Administrative Salaries — Percent 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	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Special Education	\$14,102	\$102,239
Orange CDE	\$7,706	\$102,466
California	\$5,537	\$68,369
School and District — Percent Difference	+83.0%	-0.2%
School and California — Percent Difference	+154.7%	+49.5%

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

### 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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$14,102
Expenditures Per Pupil From Restricted Sources	\$0
Expenditures Per Pupil From Unrestricted Sources	\$14,102
Annual Average Teacher Salary	\$102,239



### 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.

### 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.

Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2013.