

# Orange County Department of Education: Special Schools Program

CDS Code: 30-10306-6069553



## 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 are enrolled from ages 3-21. Specialized physical health care is available for those students whose medical conditions warrant such services.

The DHH classes offers programs for deaf and hard of hearing infants and students from grades PreK-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 53 classes. These classes are placed on 16 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.

## Mission Statement

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

## 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.

## Orange County Department of Education

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Grades: Infant, Pre-K-Adult



## Orange County Board of Education

Robert Hammond, 1st District

David L. Boyd, 2nd District

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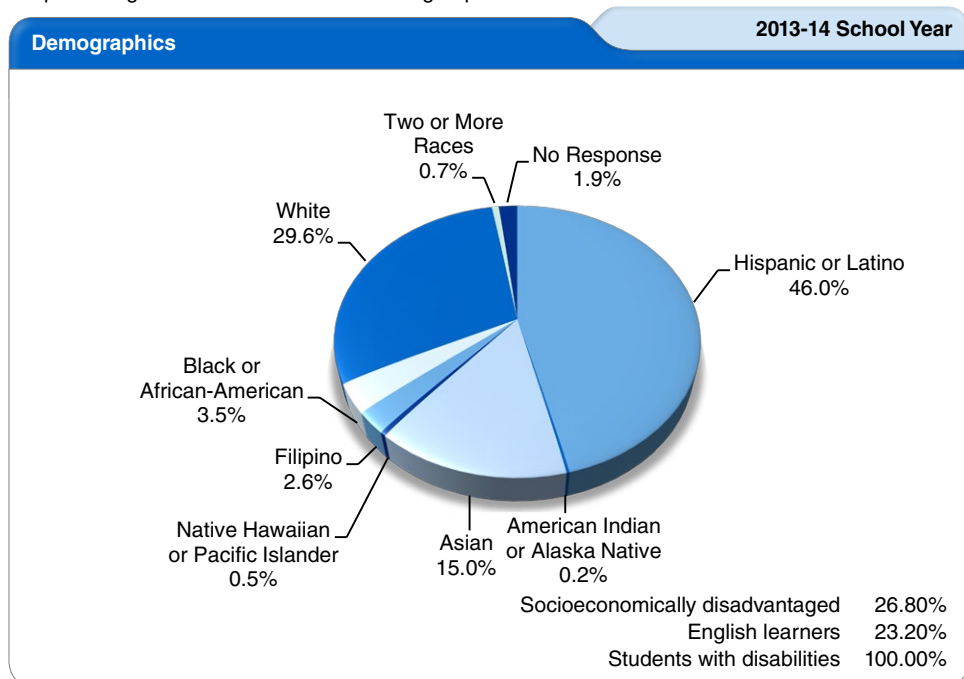
Linda Lindholm, 5th District

## 2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

## Enrollment by Student Group

The total enrollment at the school was 426 students for the 2013-14 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 2013. 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, district and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates						Three-Year Data Comparison			
	Special Education			Orange CDE			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspension Rates	0.0%	0.0%	0.0%	0.1%	0.2%	1.0%	5.7%	5.1%	4.4%
Expulsion Rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

## Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

Enrollment by Grade Level	
Grade	Enrollment
K	6
1	1
2	3
3	6
4	4
5	3
6	7
7	16
8	15
9	14
10	19
11	11
12	33
Ungraded elementary	127
Ungraded secondary	161
<b>Total Enrollment</b>	<b>426</b>



## Class Size

- Class size averaged 8 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

## California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

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

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Special Education			Orange CDE			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	63%	64%	50%	25%	30%	30%	60%	59%	60%

## California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		Spring 2014 Results
Group	Science	
All students in the district	30%	
All students at the school	50%	
Male	63%	
Female	23%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	54%	
Filipino	❖	
Hispanic or Latino	48%	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	❖	
English learners	38%	
Students with disabilities	53%	
Students receiving Migrant Education services	❖	

## Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

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%
History/social science	21%	23%	9%	19%	21%	17%	48%	49%	49%

❖ 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.

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

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

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## API Ranks

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

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

## Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, 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.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap) for the API information guide and [www.cde.ca.gov/ta/ac/ar/aprfaq.asp](http://www.cde.ca.gov/ta/ac/ar/aprfaq.asp) for information on the changes to API.

## 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: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or 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
All students	685	666	790	10	-5	37
Black or African-American	❖	652	707	■	■	■
American Indian or Alaska Native	❖	498	742	■	■	■
Asian	710	855	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	626	570	743	■	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	774	755	852	■	■	■
Two or more races	❖	778	845	■	■	■
Socioeconomically disadvantaged	597	548	742	■	■	■
English learners	669	558	717	■	■	■
Students with disabilities	684	454	616	■	■	■

\* 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. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2013-14 School Year
	Special Education	Orange CDE
<b>Met overall AYP</b>	**	**
<b>Met participation rate</b>		
English language arts	**	**
Mathematics	**	**
<b>Met percent proficient</b>		
English language arts	**	**
Mathematics	**	**
<b>Met graduation rate</b>	**	**

## 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI 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		2014-15 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>		50.00%

\*\* For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ 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, "Pulling Together" on October 25, focused on transitioning to new state curriculum content standards.

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, ProAct, 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 10 Results

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

	Students Scoring at Proficient or Advanced Levels			Three-Year Data Comparison		
	English Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
Special Education	5%	28%	❖	15%	64%	22%
Orange CDE	24%	27%	24%	19%	23%	27%
California	56%	57%	56%	58%	60%	62%

## 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 10 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 [www.cahsee.cde.ca.gov](http://www.cahsee.cde.ca.gov).

Students Achieving at Each Performance Level	2013-14 School Year					
	English Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	76%	13%	12%	73%	21%	6%
All students at the school	100%	0%	0%	78%	17%	6%
Male	100%	0%	0%	77%	15%	8%
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	100%	0%	0%	78%	17%	6%
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 <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 and 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		2012-13 and 2013-14 School Years
		Special Education
Percentage of students enrolled in courses required for UC or CSU admission in 2013-14		0.00%
Percentage of graduates who completed all courses required for UC or CSU admission in 2012-13		0.00%

## 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 nonprofit 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 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 Education	
2013-14 Participation	
Number of pupils participating in CTE	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%



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

### Completion of High School Graduation Requirements

This table displays school, district and California data for the percentage of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. 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	❖	45%	84.56%
Black or African-American	❖	58%	75.90%
American Indian or Alaska Native	❖	35%	77.82%
Asian	❖	40%	92.94%
Filipino	❖	31%	92.20%
Hispanic or Latino	❖	18%	80.83%
Native Hawaiian or Pacific Islander	❖	50%	84.06%
White	❖	30%	90.15%
Two or more races	❖	43%	89.03%
Socioeconomically disadvantaged	❖	62%	82.58%
English learners	❖	52%	53.68%
Students with disabilities	❖	61%	60.31%

### Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. See [www2.ed.gov/policy/elsec/guid/hsguidance.pdf](http://www2.ed.gov/policy/elsec/guid/hsguidance.pdf) for more information.

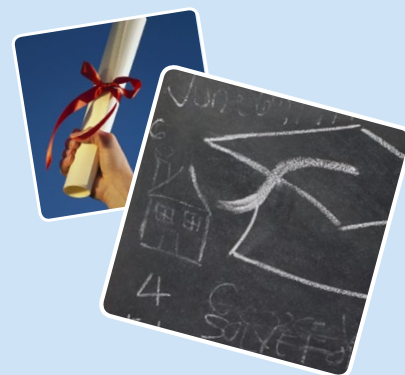
Graduation and Dropout Rates				Three-Year Data Comparison		
	Graduation Rate			Dropout Rate		
	10-11	11-12	12-13	10-11	11-12	12-13
Special Education	❖	❖	❖	❖	❖	❖
Orange CDE	85.60%	85.85%	87.54%	9.50%	8.90%	7.30%
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%

❖ 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.

❖ County Offices of Education (COEs) receive the county-wide rate.

### Advanced Placement Courses

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



### 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).

## 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 Core Content Access Guide for Students with Moderate to Severe Disabilities" as a guide to implement functional skills strategies. The guide is 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.

Textbooks and Instructional Materials List			2014-15 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	<i>The Apple Tree Curriculum</i> , Gander	2013	
English language arts	<i>Reading Mastery</i> , SRA/McGraw-Hill (2-6)	2000	
English language arts	Reading, Houghton Mifflin (K-6)	2000	
English language arts	Language for Learning, SRA/McGraw-Hill (2-6)	2000	
English language arts	<i>English to Use</i> , AGS	2012	
English language arts	English, Level K-6; Houghton Mifflin	1998	
English language arts	Writing and Grammar Handbook, Prentice Hall	2013	
English language arts	<i>Writing and Grammar: Communication in Action</i> , Prentice Hall	2003	
English language arts	<i>World Literature Pacemaker</i> , Globe Fearon	2006	
English language arts	<i>American Literature Pacemaker</i> , Globe Fearon	2006	
English language arts	Anthology Series (Readers, Students, American), Globe Fearon	1998	
English language arts	<i>Goodman's Five Star Stories</i> , Jamestown Publishing	1996	
English language arts	<i>Reading Milestones</i>	2014	
English language arts	Scholastic Magazines (2); Action & Scope (3)	2014	
English language arts	Oxford Picture Dictionary Series	2014	
English language arts	Expressive Writing	2003	
English language arts	Basic English Grammar, Pacemaker	2013	
Health	Decisions for Health, Book 1 & 2	2014	
Mathematics	Houghton Mifflin (K-5)	2002	
Mathematics	Pearson Prentice Hall (6)	2009	
Mathematics	AGS Consumer Mathematics	2012	

Continued on page 10

## Quality of Textbooks

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

Quality of Textbooks	
2014-15 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
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



## Currency of Textbook Data

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

Currency of Textbooks	
2014-15 School Year	
Data collection date	10/2014

**Textbooks and Instructional Materials**, *Continued from page 9*

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
Mathematics	<i>Life Skills Math</i> , AGS	2012
Mathematics	Pacemaker Geometry	2011
Mathematics	Algebra 2, Prentice Hall	2006-07
Mathematics	<i>MathSteps</i> , Houghton Mifflin	2002
Mathematics	<i>Basic Math Skills</i> , AGS	1998
Mathematics	<i>Algebra Readiness</i> , 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
Science	Harcourt School Publishers (1-5)	2000
Science	McGraw-Hill (6)	2007
Science	Harcourt	1997
Science	Science, Scott Foresman (K-5)	2007
Science	<i>Focus on Earth</i> , Glencoe (6)	2007
Science	<i>Physical Science: Concepts and Challenges</i> , Globe	2003
Science	Science, Harcourt	2000
Science	Health, Globe Fearon	2003
Science	Focus on Elementary Biology, Focus on Elementary Chemistry, Focus on Elementary Physics	2014
Social science	Harcourt School Publishers (1-5)	2007
Social science	McDougal Littell (6)	2006
Social science	<i>California Reflections</i> , Harcourt (K-5)	2007
Social science	<i>Maps, Globes, Graphs</i> , Level A-F; Steck-Vaughn	1996
Social science	<i>Social Studies</i> , Level A-F; Steck-Vaughn	1996
Social science	<i>United States History</i> , Globe Fearon	2002
Social science	<i>American Government: Freedom, Rights, Responsibilities</i> ; Steck-Vaughn	1998
Social science	<i>Government Today</i> , The People's Publishing	2002
Social science	<i>Economics: Concepts and Applications</i> , Steck-Vaughn	2002
Social science	Magruder's American Government and Foundation Series, Pearson	2013

*Continued on page 11***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	
2014-15 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%

**Public Internet Access**

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

**Types of Services Funded**

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

**Textbooks and Instructional Materials**, *Continued from page 10*

Textbooks and Instructional Materials List			2014-15 School Year
Subject	Textbook	Adopted	
Social science	Prentice Hall Economics & Foundation Series, Pearson	2013	
Social science	U.S. Government, PCI	2009	
Social science	U.S. Law, PCI	2009	
Social science	U.S. Citizenship, PCI	2009	
Social science	Economics, PCI	2009	
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	

**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 and 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 damage, 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				2014-15 School Year
Items Inspected	Repair Status	Items Inspected	Repair Status	
Systems	Good	Restrooms/fountains	Good	
Interior	Good	Safety	Good	
Cleanliness	Good	Structural	Good	
Electrical	Fair	External	Good	
Overall summary of facility conditions			Good	
Date of the most recent school site inspection			12/01/2014	
Date of the most recent completion of the inspection form			01/09/2015	

**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 one to 10. Two of the sites, Philip J. Reilly Elementary School in Capistrano Unified and Meadow Park Elementary School in Irvine Unified School District, were the result of joint building projects between OCDE and the host district. These two sites have features unique to students with special needs (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.

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 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.

**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	
2014-15 School Year	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Electrical	Repair lighting and electrical fixtures as needed. Work orders in process or complete.

## 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	14-15	12-13	13-14	14-15
With full credential	305	68	65	62
Without full credential	3	0	2	3
Teaching outside subject area of competence	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Special Education		
Teachers	12-13	13-14	14-15
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 2013-14 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	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Special Education	94.1%	5.9%
All schools in district	99.43%	0.57%
High-poverty schools in district	99.60%	0.40%
Low-poverty schools in district	99.02%	0.98%



## 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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	1.00
Ratio of students per academic counselor	120:1
Support Staff	FTE
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	6.00
Social worker	0.00
Nurse	14.00
Speech/language/hearing specialist	11.70
Resource specialist (non-teaching)	0.00
Other	FTE
Audiologist	3.00
Occupational Therapist	4.17
Physical Therapist	0.91
Teacher of the Visually Impaired	1.00
Orientation & Mobility Specialist	1.00
Adapted Physical Education Teacher	4.81

## Financial Data

The financial data displayed in this SARC is from the 2012-13 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 website 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			2012-13 Fiscal Year
	Orange CDE	Similar Sized District	
Beginning teacher salary	×	×	
Midrange teacher salary	×	×	
Highest teacher salary	×	×	
Average elementary school principal salary	×	×	
Average middle school principal salary	×	×	
Average high school principal salary	×	×	
Superintendent salary	×	×	
Teacher salaries — 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			2012-13 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Special Education	\$15,316	\$88,881	
Orange CDE	\$8,466	\$103,815	
California	\$4,690	◇	
School and district — percent difference	+80.9%	-14.4%	
School and California — percent difference	+226.6%	◆	

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

◇ Data not available.

◆ The percent 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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$15,316
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$15,316
Annual average teacher salary	\$88,881



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



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

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

### Conditions of Learning

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

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

### Pupil Outcomes

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

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

### Engagement

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

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

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

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

<sup>2</sup> School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.