Orange County Department of Education: Special Education Services

Grades Infant, Pre-K-Adult ▪ CDS Code 30-10306-6069553

Analee Kredel, Chief
akredel@ocde.us

200 Kalmus Drive
Costa Mesa, CA 92628
(714) 966-4129

www.ocde.us/SPED

SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

Orange County Department of Education

Chief's Message

It is the goal of the Orange County Department of Education (OCDE) Special Education Services to provide the most meaningful educational program designed to meet each student's individual needs. This goal emphasizes the teaching of skills 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:

- All students have the ability as well as the right to learn and to progress
- 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
- Each student's educational program shall focus on maximizing student independence
- Each student shall participate in instructional activities that are positive, age-appropriate, and safe in inclusive settings whenever possible

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

The OCDE Special Education Division 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 to meet the needs of the following types of students:

- Students with the most significant disabilities
- Students with emotional disturbance disabilities
- Students who are Deaf and Hard of Hearing (DHH)

The special classes for students with the most significant disabilities serves students ages 3-22 years 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. Specialized physical health care services are available for those students whose medical conditions warrant such services. Classes also provide opportunity for community-based instruction for students.

The classes serving students with disabilities that include emotional disturbances are located on an alternative school site. These students range from 11 to 22 years of age. The program provides access to state standards with curriculum that is designed to meet the unique needs of our students. In addition, emphasis is placed on addressing the emotional needs of the students through counseling and teaching social emotional regulation skills to students. This program also includes opportunities for community-based instruction and vocational training for the students.

The DHH classes offer programs for deaf and hard-of-hearing infants and students in prekindergarten through grade 12. Students with hearing loss have the opportunity to be educated in least restrictive environments with hearing peers or in special classes. DHH program options include the Parent-Infant Education and Support (PIES) Program, the Oral Deaf and Hard of Hearing Program (three years old through the sixth grade), the DHH Total Communication Program for students in grades 7-12, and the DHH Adult Transition Program for students 18-22 years.

The OCDE Special Education Services operates 48 classes. These classes are on 14 school district sites throughout Orange County.

School Mission Statement

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

School Vision Statement

Orange County Department of Education's Special Education Division is dedicated to the 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 employees. We hold ourselves and each other accountable for the highest level of performance, efficiency, resource management, and professionalism.

School Accountability Report Card

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

Mission Statement

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

Vision Statement

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

Orange County Board of Education

Rebecca Gomez, 1st District

Mari Barke, 2nd District

Dr. Ken L. Williams, 3rd District
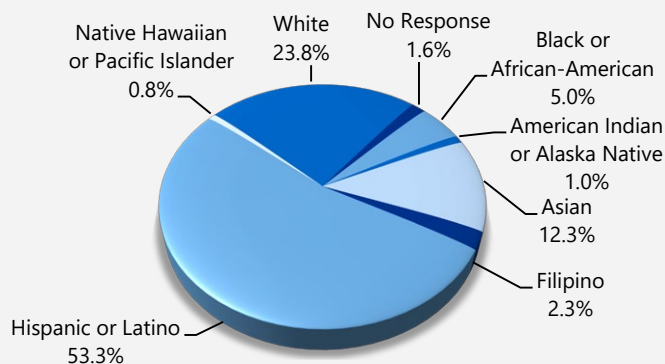
Tim Shaw, 4th District

Lisa Sparks, Ph.D., 5th District

Enrollment by Student Group

The total enrollment at the school was 383 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2020-21 School Year

- White 23.8%
- No Response 1.6%
- Black or African-American 5.0%
- American Indian or Alaska Native 1.0%
- Asian 12.3%
- Filipino 2.3%
- Hispanic or Latino 53.3%
- Native Hawaiian or Pacific Islander 0.8%

Average Class Size and Class Size Distribution

- Class size average eight students per class for students with severe-to-profound cognitive and/or physical disabilities
- Class size average eight students per class for students in the Deaf and Hard-of-Hearing programs

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 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. The sites review their site disaster plan annually to ensure that staff is versed on the emergency plans and responsibilities for the safety, health and supervision of students during an emergency situation. Additionally, many of our staff have completed Certified Emergency Response Training (CERT).

School sites also participate in monthly safety drills with their host sites when applicable and participate in the Great California Shake Out each October. In addition, sites implement the monthly SB 198 Injury Illness Prevention Program, good repair/safety reports, and annual fire-extinguisher check.

In addition, staff completed training mandated under the Healthy Schools Act. OCDE classroom staff also participate in CPR/First Aid training every other year. Mandatory staff training for all classroom-based staff includes: Integrated Pest Management (IPM) for Schools, CPR, First Aid, seizure care, mandated reporting, blood-borne pathogens, proper use of PPE and suicide prevention.

School Nurses train staff on the administration of routine medications, emergency medication administration, and individualized specialized health care plans for students as applicable.

School Psychologist also review student crisis intervention and behavior intervention plans with classroom staff. Classroom staff working with student with significant behavioral issues also attend 14-18 hours of ProACT Training.

The school safety reports are reviewed, updated and discussed with the school staff during minimum days at the various sites by February 2022.

## Enrollment by Student Group

Demographics — 2020-21 School Year

Female	34.70%
Male	65.30%
Non-Binary	0.00%
English learners	24.80%
Foster youth	1.60%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	34.20%
Students with Disabilities	100.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	16
1	6
2	11
3	15
4	21
5	23
6	16
7	27
8	34
9	33
10	32
11	30
12	119
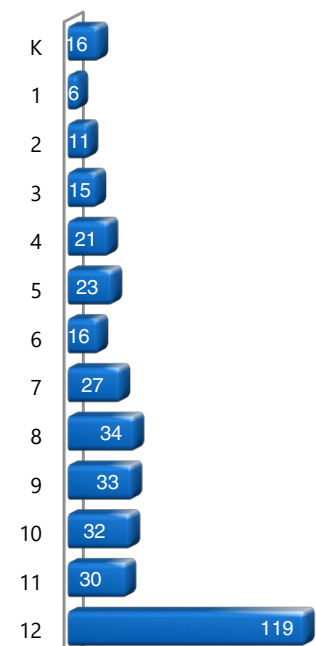
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Special Education		OCDE		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	1.10%	0.50%	1.60%	0.00%	3.50%	0.20%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Special Education	OCDE	California
	2019-20	2019-20	2019-20
Suspension rates	0.70%	1.00%	2.50%
Expulsion rates	0.00%	0.00%	0.10%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.5%	0.0%
Female	0.0%	0.0%
Male	0.7%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.9%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	1.2%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.5%	0.0%

Career Technical Education Programs

Secondary students in special education who are 15 years of age and older have Individual Transition Plans (ITPs) incorporated into their IEPs. This process assists the student and family to develop post-secondary goals in the areas of education/training, employment and independent living. The transition planning process includes development of interagency linkages needed to obtain services and supports for students leaving the school system and allows sufficient time to develop a comprehensive plan to attain success in post-school placement and integrated work. Adult Transition Programs located on the campuses of Golden West and Saddleback community colleges provided intensive transition planning services for students 18-22 years of age. The Adult Transition Programs (ATPs) are designed to help students move with maximum success from school to post-school placement in continuing education, community and integrated work settings. Due to the COVID-19 restrictions, ATP students were unable to access the college Learning Resource Center, specialized computer lab or enroll in adaptive community college classes such as physical education and swimming.

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

Career technical education programs offered by the Orange County Department of Education included vocational education and work-based learning on campus and at community-based training sites. This training reflected the local job market and included preparation for work in agriculture, natural resources, food services, retail, janitorial and door-to-door delivery. Students also gained work experience through volunteer service at nonprofit organizations such as Assistance League.

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. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2020-21 School Year		
Percentage of Students Meeting Fitness Standards	**Special Education**		
	Grade 5	**Grade 7**	**Grade 9**
Four of six standards	◈	◈	◈
Five of six standards	◈	◈	◈
Six of six standards	◈	◈	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2020-21 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	442	427	160	37.50%
Female	154	150	62	41.30%
Male	288	277	98	35.40%
American Indian or Alaska Native	6	6	2	33.30%
Asian	56	53	16	30.20%
Black or African American	25	24	9	37.50%
Filipino	11	11	4	36.40%
Hispanic or Latino	227	219	100	45.70%
Native Hawaiian or Pacific Islander	3	3	1	33.30%
Two or More Races	0	0	0	0.00%
White	103	101	24	23.80%
English Learners	99	97	48	49.50%
Foster Youth	14	11	3	27.30%
Homeless	1	1	1	100.00%
Socioeconomically Disadvantaged	167	159	73	45.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	441	427	160	37.50%

Career Technical Education Programs

Continued from page 4

Student's attending the Deaf and Hard of Hearing Program located at University High School begin their transition planning just before or when they turn 16. As sophomores, students attend a sophomore conference with their parents to plan the remainder of their secondary coursework. In addition, they learn about the agencies that will provide services to them as they exit high school and enter the adult world. During sophomore conferences, it is also determined if a student will be on the diploma or certificate of completion track. Currently, there are about 10% of DHH students enrolled in ROP courses, participating in job shadowing or holding down paying part-time jobs. This percentage is less than usual due to the impact of the COVID-19 pandemic and limited transportation after school. Finally, 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	
2020-21 Participation	
Number of pupils participating in a CTE program	38
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%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Special Education		OCDE		California	
Subject	**19-20**	**20-21**	**19-20**	**20-21**	**19-20**	**20-21**
Science	■	✾	■	✾	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Special Education		OCDE		California	
Subject	**19-20**	**20-21**	**19-20**	**20-21**	**19-20**	**20-21**
English language arts/literacy	■	✱	■	✱	■	✱
Mathematics	■	✱	■	✱	■	✱

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

✾ This school did not test students using the CAASPP for Science.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.

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

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	✿	✿	✿	✿	✿
Female	✿	✿	✿	✿	✿
Male	✿	✿	✿	✿	✿
American Indian or Alaska Native	✿	✿	✿	✿	✿
Asian	✿	✿	✿	✿	✿
Black or African American	✿	✿	✿	✿	✿
Filipino	✿	✿	✿	✿	✿
Hispanic or Latino	✿	✿	✿	✿	✿
Native Hawaiian or Pacific Islander	✿	✿	✿	✿	✿
Two or more races	✿	✿	✿	✿	✿
White	✿	✿	✿	✿	✿
English Learners	✿	✿	✿	✿	✿
Foster Youth	✿	✿	✿	✿	✿
Homeless	✿	✿	✿	✿	✿
Military	✿	✿	✿	✿	✿
Socioeconomically disadvantaged	✿	✿	✿	✿	✿
Students receiving Migrant Education services	✿	✿	✿	✿	✿
Students with Disabilities	✿	✿	✿	✿	✿

✿ This school did not test students using the CAASPP for Science.

CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	176	108	61.36%	38.64%	2.78%
Female	59	35	59.32%	40.68%	5.71%
Male	117	73	62.39%	37.61%	1.37%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	13	61.90%	38.10%	0.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	103	65	63.11%	36.89%	1.54%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	21	61.76%	38.24%	9.52%
English Learners	42	28	66.67%	33.33%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	59	38	64.41%	35.59%	2.63%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	176	108	61.36%	38.64%	2.78%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	176	106	60.23%	39.77%	0.00%
Female	59	34	57.63%	42.37%	0.00%
Male	117	72	61.54%	38.46%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	12	57.14%	42.86%	0.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	103	65	63.11%	36.89%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	20	58.82%	41.18%	0.00%
English Learners	42	28	66.67%	33.33%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	59	38	64.41%	35.59%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	176	106	60.23%	39.77%	0.00%

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Graduation and Dropout Rates

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

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Special Education	0.00%	28.20%	0.00%	3.00%	5.10%	8.30%
OCDE	38.80%	41.20%	55.20%	26.90%	24.20%	16.30%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2020-21 School Year
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	36	0	0.00%
Female	16	0	0.00%
Male	20	0	0.00%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	20	0	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	21	0	0.00%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	36	0	0.00%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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-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.

Advanced Placement Courses

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

Courses for University of California (UC) and/or California State University (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. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Special Education	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	0.00%

Textbooks and Instructional Materials

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

For students with the most significant disabilities, teachers assess students using the Student Annual Needs Determination Inventory (SANDI). Modified California Content Standards serve as the guide for instruction. Teachers use various online programs, such as Unique Learning System (ULS), ST Math, Lexia Reading, i-Ready curriculums for students with moderate-to-severe disabilities.

IEP goals are aligned to California state grade level content standards at various levels of implementation. Each school orders adapted materials and supplemental materials that make instruction relevant for the students. Universal Design for Learning (UDL), assistive technology and/or augmentative alternative communication equipment and strategies are provided so that students are able to access the standards-based curriculum.

In the DHH programs, textbooks are 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.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	Spectrum Spelling, Carson-Dellosa	2019
Reading/language arts	Spelling and Vocabulary (K-5), Houghton Mifflin	1998
Reading/language arts	The Apple Tree Curriculum for Developing Written Language, Gander Publishing	2013
Reading/language arts	Reading Mastery, SRA/McGraw-Hill (K-6)	2008
Reading/language arts	Reading Mastery/Language Arts, SRA/McGraw-Hill (K-5)	2008
Reading/language arts	Six-Way Paragraphs series	2007
Reading/language arts	Target Spelling Series, Steck Vaugh	2004
Reading/language arts	Writing and Grammar: Communication in Action, Composition, Prentice Hall	2003
Reading/language arts	Wordskills (6-12)	2001
Reading/language arts	World Literature, Pacemaker; Globe Fearon	2006
Reading/language arts	American Literature, Pacemaker; Globe Fearon	2006
Reading/language arts	Reason and Writing Level B-F, SRA/ MC Graw-Hill	2019
Reading/language arts	Anthology Series (Readers, Students, American), Globe Fearon	1998
Reading/language arts	Goodman's Five-Star Stories, Jamestown Publishing	1996
Reading/language arts	Reading Milestones, 4th edition	2012
Reading/language arts	Scholastic Magazines: News (2-3); Action & Scope (3); Upfront	2014
Reading/language arts	Oxford Picture Dictionary Series	2014
Reading/language arts	Expressive Writing, Levels 1 & 2	2005
Reading/language arts	Basic English Grammar, Pacemaker	2013
Reading/language arts	Time for Kids Magazine	2014
Reading/language arts	Houghton Mifflin (K-6)	2002

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

2021-22 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%

Currency of Textbooks

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

Currency of Textbooks

2021-22 School Year

Data collection date	8/4/2021

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Vocabulary Connections, Steck Vaughn	2004
Reading/language arts	Vocabu-Lit Series, Perfections Learning	2005
Reading/language arts	To Kill a Mocking Bird	2021
Mathematics	Algebra, AGS	2000
Mathematics	My Math, McGraw-Hill (K-6)	2016
Mathematics	Pre-Algebra, AGS	2004
Mathematics	Basic Algebra, McDougal Littell	2002
Mathematics	Basic Mathematics, Globe Fearon	2002
Mathematics	Algebra 2, Prentice Hall	2006
Mathematics	Math Steps, Houghton Mifflin (K-6)	2002
Mathematics	Algebra 1, Holt	2009
Mathematics	Geometry, McDougal Littell	2007
Mathematics	Connecting Math Concepts Levels C-F, McGraw-Hill	2018
Mathematics	Essentials for Algebra, SRA/McGraw Hill	2019
Mathematics	Algebra 1, Holt	2009
Mathematics	Geometry, McDougal Littell	2003
Mathematics	Connecting Math Concepts Levels C-F, McGraw	2018
Mathematics	Essentials for Algebra, SRA/MCGraw-Hill	2019
Mathematics	Big Ideas Math, Course 1	2016
Science	Science, Scott Foresman (K-5)	2007
Science	Focus on Earth Science, Glencoe (6)	2007
Science	Physical Science: Concepts and Challenges, Globe Fearon	2003
Science	Life Science: Concepts and Challenges, Globe Fearon	2003
Science	Biology: Cycles of Life, AGS	2019
Science	Focus on Elementary Biology; Focus on Elementary Chemistry; Focus on Elementary Physics	2014
Science	The Earth and Beyond, Steck Vaughn	2015
Science	Life Science, PCI	2015
Health	Decisions for Health, Book 1 & 2	2014
Social science	American Government, Globe Fearon	2001

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	3
2020-21	3
2021-22	3

Types of Services Funded

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	**Textbook**	**Adopted**
Health	Decisions for Health, Book 1 & 2	2014
Social science	American Government, Globe Fearon	2001
Social science	Economics, Globe Fearon	2001
Social science	Maps, Globes, and Graphs, Steck Vaughn	2005
History/social science	American Story, Steck Vaughn	2006
History/social science	History of the World, Steck Vaughn	2006
History/social science	History Shorts, PCI Ed Publishing	2003
History/social science	World History Shorts, PCI Ed Publishing	2005

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. We also invite parents to participate in activities at their child's school. 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 Analee Kredel, Chief of Special Education Services at (714) 966-4129.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2021-22 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	9/25/2021

School Facilities

Special Education Services of the Orange County Department of Education provides instructional services for students with moderate to severe disabilities on 14 different school sites in seven Orange County school districts and on three community college campuses. The number of classrooms on these sites ranges from one to eleven. Three of the sites, Philip J. Reilly Elementary School in Capistrano Unified School District, University High School in Irvine Unified School District, and Mann Elementary School in Anaheim, were the result of joint building projects between OCDE and the host district. These three sites have features unique to students with special needs (e.g., automatic doors and bathroom facilities in the classroom and video technology).

The host districts are generally responsible for maintaining the condition of the facility and the grounds. OCDE works cooperatively with all its host districts to maintain an environment that supports student access to instruction. In 2017, OCDE moved its Regional Oral Deaf & Hard of Hearing program from Los Alamitos to it campus at Horace Mann Elementary School. Slight renovations were done to the classrooms to meet the unique needs of these students. The general condition of the sites where OCDE's programs are housed is good. OCDE has seven custodians who work during and after school hours to ensure our facilities are cleaned and sanitized on a daily basis. As a response to the COVID-19 pandemic, additional cleaning protocols, access to cleaning supplies and PPE were put into place.

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

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.0	44.5%	369.2	67.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	2.0	0.4%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	1.7%	62.9	11.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	1.7%	79.8	14.5%	12,115.8	4.4%
Unknown	30.3	52.0%	37.0	6.7%	18,854.3	6.9%
Total Teaching Positions	58.3	100.0%	551.1	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments	2020-21 School Year
Authorization/Assignment	Special Education
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2020-21 School Year
Indicator	**Special Education**
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	2020-21 School Year
Indicator	**Special Education**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	94:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	6.00
Social worker	0.00
Nurse	5.00
Speech/language/hearing specialist	11.39
Resource specialist (nonteaching)	0.00
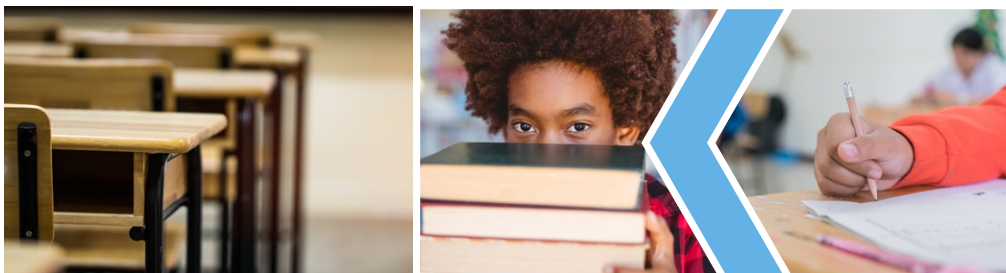
Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2019-20 Fiscal Year
	OCDE	Similar Sized District
Beginning teacher salary	✪	✪
Midrange teacher salary	✪	✪
Highest teacher salary	✪	✪
Average elementary school principal salary	✪	✪
Average middle school principal salary	✪	✪
Average high school principal salary	✪	✪
Superintendent salary	✪	✪
Teacher salaries: percentage of budget	✪	✪
Administrative salaries: percentage of budget	✪	✪

Financial Data Comparison

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

Financial Data Comparison		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Special Education	$19,180	$112,413
OCDE	$11,082	$127,280
California	$8,444	◈
School and district: percentage difference	+73.1%	-11.7%
School and California: percentage difference	+127.1%	◆

✪ County Office of Education schools are not required to display this data (Education Code Section 41409.3).

◈ Information not available.

◆ The percentage difference cannot be calculated because California 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	
2019-20 Fiscal Year	
Total expenditures per pupil	$19,180
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$19,180
Annual average teacher salary	$112,413

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.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level — 2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	986	137	13.89%	86.11%	19.71%
Female	405	54	13.33%	86.67%	33.33%
Male	580	82	14.14%	85.86%	9.76%
American Indian or Alaska Native	--	--	--	--	--
Asian	69	18	26.09%	73.91%	22.22%
Black or African American	21	4	19.05%	80.95%	--
Filipino	11	4	36.36%	63.64%	--
Hispanic or Latino	597	77	12.90%	87.10%	15.58%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	48	4	8.33%	91.67%	--
White	233	30	12.88%	87.12%	30.00%
English Learners	209	29	13.88%	86.12%	3.45%
Foster Youth	35	3	8.57%	91.43%	--
Homeless	208	0	0.00%	100.00%	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	527	40	7.59%	92.41%	7.50%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	276	108	39.13%	60.87%	2.78%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	988	136	13.77%	86.23%	9.56%
Female	406	53	13.05%	86.95%	15.09%
Male	581	82	14.11%	85.89%	4.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	69	17	24.64%	75.36%	17.65%
Black or African American	21	4	19.05%	80.95%	--
Filipino	11	4	36.36%	63.64%	--
Hispanic or Latino	598	77	12.88%	87.12%	5.19%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	48	4	8.33%	91.67%	--
White	234	30	12.82%	87.18%	16.67%
English Learners	209	29	13.88%	86.12%	0.00%
Foster Youth	35	3	8.57%	91.43%	--
Homeless	208	0	0.00%	100.00%	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	528	40	7.58%	92.42%	2.50%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	276	106	38.41%	61.59%	0.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
Assessment Name: iReady

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage At or Above Grade Level**
LEAwide	1,178	406	34%	66%	41%
Female	485	166	34%	66%	51%
Male	690	240	35%	65%	33%
American Indian or Alaska Native	--	--	--	--	--
Asian	42	28	67%	33%	61%
Black or African American	22	10	45%	55%	10%
Filipino	14	4	29%	71%	--
Hispanic or Latino	708	221	31%	69%	24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	51	22	43%	57%	77%
White	279	110	39%	61%	61%
English Learners	193	80	41%	59%	10%
Foster Youth	37	18	49%	51%	17%
Homeless	119	60	50%	50%	18%
Military	--	--	--	--	--
Socioeconomically disadvantaged	463	232	50%	50%	20%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	96	61	64%	36%	20%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
Assessment Name: iReady

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,178	395	34%	66%	32%
Female	485	164	34%	66%	36%
Male	690	231	33%	67%	29%
American Indian or Alaska Native	--	--	--	--	--
Asian	42	23	55%	45%	70%
Black or African American	22	10	45%	55%	30%
Filipino	14	5	36%	64%	--
Hispanic or Latino	708	217	31%	69%	14%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	51	21	41%	59%	71%
White	279	105	38%	62%	52%
English Learners	193	70	36%	64%	3%
Foster Youth	37	15	41%	59%	7%
Homeless	119	55	46%	54%	7%
Military	--	--	--	--	--
Socioeconomically disadvantaged	463	224	48%	52%	15%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	96	59	61%	39%	5%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.