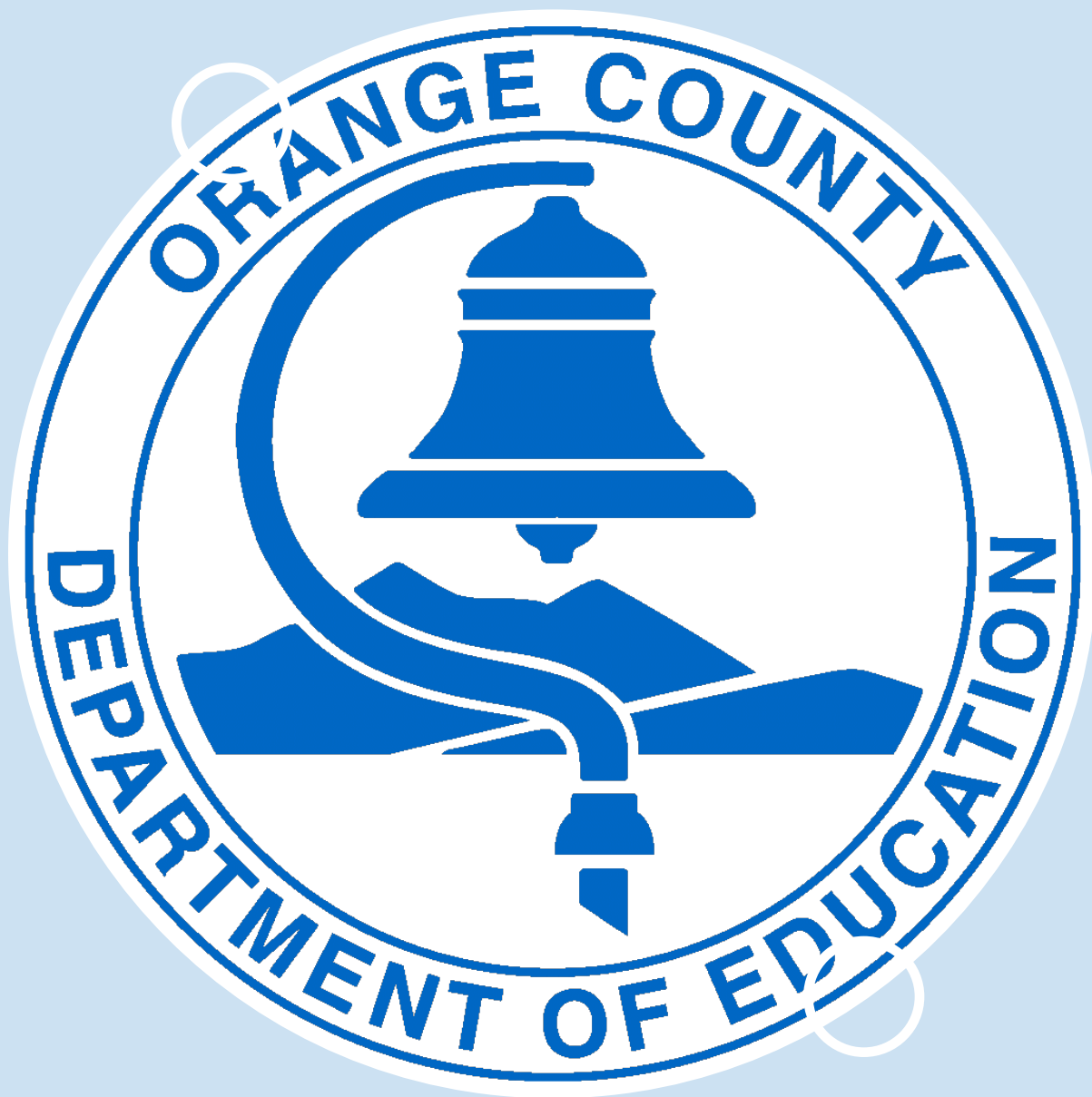


Orange County Department of Education: Connections

200 Kalmus Drive Costa Mesa, CA 92628 ▪ www.ocde.us/SPED

Analee Kredel, Associate Superintendent ▪ akredel@ocde.us ▪ (714) 966-4129

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



Orange County Department of Education

200 Kalmus Drive Costa Mesa, CA 92626 ▪ www.ocde.us

Dr. Stefan Bean, Superintendent ▪ Sbean@ocde.us ▪ (714) 966-4000

Associate Superintendent's Message

It is the goal of the Orange County Department of Education (OCDE) Special Education Services, also known as Connections, to provide the most meaningful educational program designed to meet each student's individual needs. This goal emphasizes the teaching of skills utilizing a curriculum aligned with California state standards that 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 be provided opportunities to participate in instruction that assists them 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 extensive educational needs
- Students with emotional disabilities
- Students who are Deaf and Hard of Hearing (DHH)

The classes for students with the most extensive needs serves students ages 3-22 years whose primary disabilities include intellectual disabilities, autism, multiple disabilities, and orthopedic impairments. Additionally, students often display significant 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 for instructional opportunities within the community.

The classes serving students with disabilities that include emotional disabilities 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, career technical education, 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 DHH inclusive preschool program, the Oral Deaf and Hard of Hearing Program (three years old through the sixth grade), the DHH Program for students in grades 7-12, and the DHH Adult Transition Program for students 18-22 years.

The OCDE Special Education Services operates 45 classes. These classes are on 13 school district sites throughout Orange County.

School Mission Statement

We envision a joyful and inclusive learning community where every student is valued for their unique strengths, voices, and potential. Through equitable access to communication, academic rigor, and individualized supports, we empower learners to grow with confidence, independence, and purpose. Our programs honor and celebrate diversity—embracing multilingualism, Deaf culture, and all modes of communication—while nurturing family partnerships that strengthen learning across home, school, and community. By fostering self-advocacy, resilience, and creativity through meaningful relationships and cultural pride, we prepare all students to thrive with dignity and joy—ready to contribute meaningfully and live purposeful, fulfilling lives.

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 (IEP). Forms and procedures are changed reflecting new mandates that can be incorporated in a timely manner. We also invite parents to participate in a variety of activities at their child's school. Teachers and administrators strive 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, please contact the Connections office at (714) 966-4132.

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.

District 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.

District Vision Statement

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

Orange County Board of Education

Jorge Valdes, Esq., 1st District

Mari Barke, 2nd District

Dr. Ken L. Williams, 3rd District

Tim Shaw, 4th District

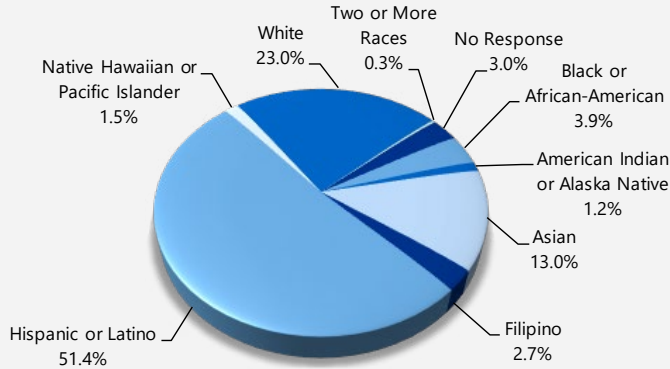
Lisa Sparks, Ph.D., 5th District



Enrollment by Student Group

The total enrollment at the school was 331 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	393	366	131	35.80%
Female	118	108	41	38.00%
Male	273	256	90	35.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	53	48	10	20.80%
Black or African American	18	16	10	62.50%
Filipino	12	❖	❖	❖
Hispanic or Latino	199	189	80	42.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	86	81	16	19.80%
English Learners	90	83	36	43.40%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	211	196	79	40.30%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	392	366	131	35.80%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Enrollment by Student Group

Demographics

2024-25 School Year

Female	30.20%
Male	69.20%
Non-Binary	0.60%
English Learners	21.10%
Foster Youth	2.10%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	50.20%
Students with Disabilities	100.00%

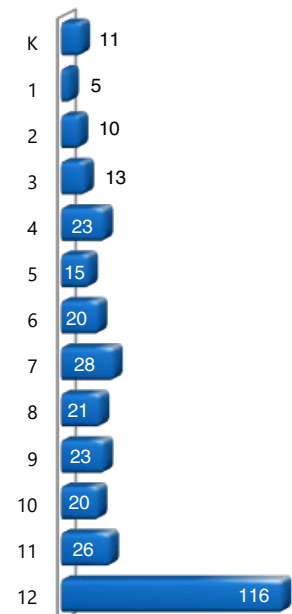
Average Class Size and Class Size Distribution

- Class size average eight students per class for students with the most extensive needs
- Class size average eight students per class for students in the Deaf and Hard-of-Hearing programs

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Connections			OCDE			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.50%	0.70%	0.00%	1.60%	1.40%	0.90%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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. 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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Participating in each of the Five Fitness Components

2024-25 School Year

Grade 5

Component:	%
1. Aerobic Capacity	88%
2. Abdominal Strength and Endurance	88%
3. Trunk Extensor and Strength and Flexibility	88%
4. Upper Body Strength and Endurance	88%
5. Flexibility	88%

Grade 7

Component:	%
1. Aerobic Capacity	93%
2. Abdominal Strength and Endurance	93%
3. Trunk Extensor and Strength and Flexibility	93%
4. Upper Body Strength and Endurance	93%
5. Flexibility	93%

Grade 9

Component:	%
1. Aerobic Capacity	91%
2. Abdominal Strength and Endurance	91%
3. Trunk Extensor and Strength and Flexibility	91%
4. Upper Body Strength and Endurance	91%
5. Flexibility	91%

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



CAASPP Test Results in Science for All Students

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)						
	Connections		OCDE		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	6.67%	1.52%	12.12%	11.11%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

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)						
	Connections		OCDE		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	2%	3%	52%	53%	46%	48%
Mathematics	1%	1%	40%	42%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	76	66	86.84%	13.16%	1.52%
Female	32	27	84.38%	15.62%	3.70%
Male	43	38	88.37%	11.63%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	40	36	90.00%	10.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	20	19	95.00%	5.00%	0.00%
English Learners	14	11	78.57%	21.43%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	28	24	85.71%	14.29%	4.17%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	76	66	86.84%	13.16%	1.52%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	154	146	94.81%	5.19%	2.74%
Female	43	41	95.35%	4.65%	2.44%
Male	110	104	94.55%	5.45%	2.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	16	13	81.25%	18.75%	7.69%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	85	83	97.65%	2.35%	2.41%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	36	34	94.44%	5.56%	2.94%
English Learners	39	35	89.74%	10.26%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	76	71	93.42%	6.58%	1.41%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	154	146	94.81%	5.19%	2.74%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	154	146	94.81%	5.19%	1.37%
Female	43	41	95.35%	4.65%	0.00%
Male	110	104	94.55%	5.45%	1.92%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	16	13	81.25%	18.75%	7.69%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	85	83	97.65%	2.35%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	36	35	97.22%	2.78%	0.00%
English Learners	39	34	87.18%	12.82%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	76	72	94.74%	5.26%	1.39%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	154	146	94.81%	5.19%	1.37%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Career Technical Education Programs

Secondary students in special education who are 15 years of age and older have Individual Transition Plans (ITPs) included in their Individual Transition Programs (IEPs). This process assists the student and family to develop postsecondary goals in the areas of education/training, employment, and independent living. The transition planning process includes the 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 (ATPs) located on the campuses of Golden West College, Orange Coast College, and Saddleback Community College provided intensive transition planning services for students 18-22 years of age. ATPs are designed to help students move with maximum success from school to post-school placement in continuing education, community, and integrated work settings.

Interagency collaboration includes 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 include representatives from OCDE, Regional Center, the Department of Rehabilitation, mental health, local parents, adult service providers, and community colleges. In addition, the Orange County Department of Education Adult Services Transition Planning Resource Directory was updated and distributed countywide. The directory includes 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 (CTE) programs offered by the Orange County Department of Education include vocational education and work-based learning on campus and at community-based training sites. This training reflects the local job market and includes preparation for work in agriculture, natural resources, food services, retail, janitorial, and door-to-door delivery. Students also gain work experience through volunteer service at nonprofit organizations such as Assistance League.

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. During the 2023-24 school year, students from the DHH program enrolled in ROP courses in the areas of culinary arts, construction, retail sales, and CSI. 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.

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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 in the emergency plans and responsibilities for the safety, health, and supervision of students during an emergency situation. 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. OCDE classroom staff also participate in CPR/First Aid training every other year. Mandatory staff training for all classroom-based staff includes mandated reporting, bloodborne pathogens, and suicide prevention.

School Nurses train staff on the administration of routine medications, emergency medication administration, seizure care, and individualized specialized health care plans for students as applicable. School Psychologists also review student crisis intervention and behavior intervention plans with classroom staff. Classroom staff working with students 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 November 28, 2025.

Career Technical Education Participation

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

Career Technical Education Data

Connections

2024-25 Participation

Number of pupils participating in a CTE program	24
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses

2024-25 School Year

Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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		
	22-23	23-24	24-25	22-23	23-24	24-25
Connections	10.00%	27.00%	34.30%	26.70%	70.30%	51.40%
OCDE	62.70%	60.70%	67.50%	13.80%	18.00%	15.10%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

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

Graduation Rate by Student Group (2024-25 School Year)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	35	12	34.30%
Female	23	8	34.80%
Male	12	4	33.30%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	20	7	35.00%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	25	9	36.00%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	35	12	34.30%

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>.

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu>.

Eligibility for admission to the 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 website at <https://www2.calstate.edu>.

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2024–25 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Connections	
2024-25 School Year	
Percentage of students enrolled in courses required for UC/CSU admission	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission	0.00%

Textbooks and Instructional Materials

The majority of the student enrolled in the OCDE Connections 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. Teacher use various online programs, such as Unique Learning System (ULS), ST Math, Lexia Reading, and i-Ready curriculums for students with extensive support needs. 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 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 (2025-26 School Year)

Subject	Textbook	Adopted
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	Reading Mastery, Transformation Series	2020
Reading/Language Arts	Everyday Spelling, Scott Foreman	2022
Reading/Language Arts	Bedrock Literacy Curriculum	2022
Reading/Language Arts	Bilingual Grammar Curriculum (BCG)	2022
Reading/Language Arts	Unique Learning System/News2You	2016
Reading/Language Arts	IXL Online Personalized Learning	2010
Reading/Language Arts	World of Vocabulary Globe Fearon	2019
Reading/Language Arts	Daily Academic Vocabulary	2022
Reading/Language Arts	Target Spelling Series, Steck Vaughn	2004
Reading/Language Arts	Writing and Grammar: Communication in Action, Composition, Prentice Hall; Wordskills (6-12)	2001
Reading/Language Arts	A Tale of Two Cities (Adapted), Pacemaker	2023
Reading/Language Arts	Frankenstein (Adapted), Pacemaker	2023
Reading/Language Arts	The Giver	2022
Reading/Language Arts	Anthology Series (Readers, Students, American), Globe Fearon	1998
Reading/Language Arts	The Adventures of Tom Sawyer (Stepping Stones), Random House	2021
Reading/Language Arts	Call of the Wild (Adapted), Saddleback Education Publishing	2020
Reading/Language Arts	Beowulf (Adapted), Sundance Publications	2023
Reading/Language Arts	Basic English Grammar, Pacemaker	2013
Reading/Language Arts	Worldly Wise Level 1 and 2	2022
Reading/Language Arts	Houghton Mifflin English Grammar (K-6)	2002

Continued on page 12

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

2025-26 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

2025-26 School Year

Data collection date	8/6/2025
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Quality of Textbooks

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

Quality of Textbooks

2025-26 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 (2025-26 School Year)

Subject	Textbook	Adopted
Reading/Language Arts	Vocabulary Connections, Steck Vaughn	2004
Reading/Language Arts	Vocab-Lit Series, Perfections Learning	2005
Reading/Language Arts	Latin Roots	2022
Reading/Language Arts	Emerge Hi-Lo Texts, Saddleback Educational Publishing	2023
Mathematics	IXL Online Personal Learning	2010
Mathematics	Cengage PFN7 Billingsley + Gitman + Joehnk	2023
Mathematics	Pre-Algebra, AGS	2004
Mathematics	My Math, McGraw-Hill (K-6)	2016
Mathematics	Banking for Non-Readers (PCI)	2017
Mathematics	Algebra 2, Prentice Hall	2006
Mathematics	Math Steps, Houghton Mifflin (K-6)	2002
Mathematics	Algebra 1, Holt	2009
Mathematics	Geometry, McDougal Littell	2007
Science	Science, Scott Foresman (K-5)	2007
Science	Reflections, Harcourt	2022
Science	Campbell Essential Biology, Pearson	2023
Science	Focus on Earth Science, Glencoe (6)	2007
Science	Biology: Cycles of Life, AGS	2019
Science	Focus on Elementary Biology: Focus on Elementary Chemistry; Focus on Elementary Physics	2023
Science	The Earth and Beyond, Steck Vaughn	2015
Science	Life Science, PCI	2015
History-Social Science	American Government Pacemakers Series, Globe Fearon	2001
History-Social Science	Economics Pacemaker Series, Globe Fearon	2001
History-Social Science	Maps, Globes, and Graphs, Steck Vaughn	2005
History-Social Science	America Story, Steck Vaughn	2006
History-Social Science	American Government Series, Saddleback Educational Publishing	2023
History-Social Science	History Shorts, PCI Ed Publishing	2003
History-Social Science	World History Shorts, PCI Ed Publishing	2005
Health	Decisions for Health, Books 1 & 2	2014
Health	Adulting Made Easy	2019

Types of Services Funded

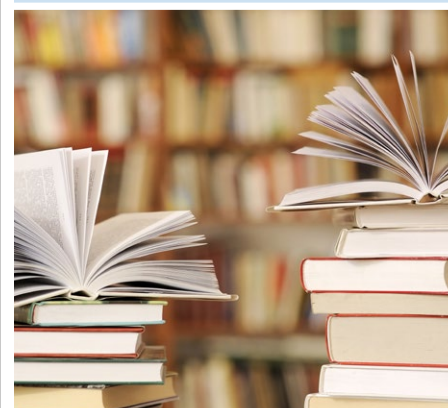
The Orange County Department of Special Education does not receive categorical funds.

Professional Development

Professional Development Days

**Number of school days
dedicated to staff development
and continuous improvement**

2023-24	3
2024-25	3
2025-26	3



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.

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 (2025-26 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 FIT report	10/9/2025

"It is the goal of the Orange County Department of Education Special Education Services, also known as Connections, to provide the most meaningful educational program designed to meet each student's individual needs."

School Facilities

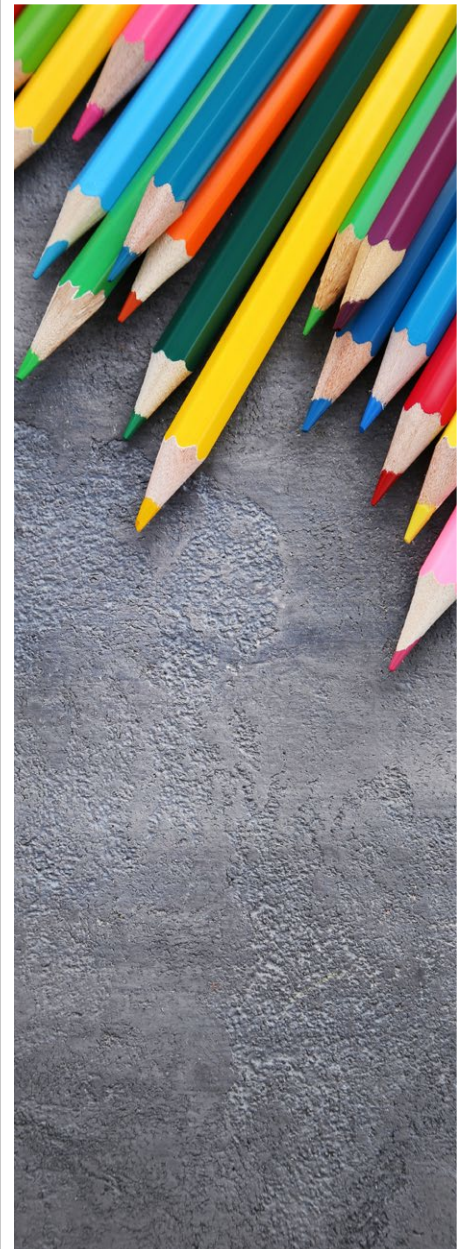
CONNECTIONS offers specialized instructional services for students with extensive support needs across 13 school sites in six Orange County school districts and three community college campuses. The number of classrooms at these sites ranges from one to twelve. Notably, Philip J. Reilly Elementary School (Capistrano Unified School District), University High School (Irvine Unified School District), and Mann Elementary School (Anaheim) are the result of collaborative building projects between OCDE and the respective host districts. These locations feature specialized amenities designed for students with special needs, including automatic doors, in-classroom bathroom facilities, swimming pool and advanced video technology.

While the host districts are primarily responsible for maintaining the facilities and grounds, OCDE works closely with them to ensure an environment conducive to student learning. Overall, the condition of the sites housing CONNECTIONS programs is commendable. Custodial staff work diligently during and after school hours to ensure that facilities are cleaned and sanitized daily.

Most students in CONNECTIONS receive home-to-school bus transportation. Classroom staff greet students upon arrival in the morning and escort them back to their buses in the afternoon, ensuring that students are always within direct visual contact of school personnel. Visitor access is managed through a sign-in process at the school office, where visitors receive a pass to enter the campus.

School Condition Overview:

- **Construction and Facilities:** The age of the school and the number of classrooms and portables vary by site. Key features may include a computer lab, library, gymnasium, and athletic fields.
- **General Condition and Cleaning:** The schools are generally well-maintained and cleaned regularly by a dedicated janitorial staff. Repairs are handled promptly to ensure optimal learning conditions.
- **Classroom and Play Areas:** There is adequate space for classrooms, playgrounds, and staff to support effective teaching and learning.
- **Safety Measures:** The maintenance crew ensures that the school remains safe, clean, and in good repair through regular inspections and upkeep.
- **Student Safety:** Students are kept safe on school grounds before, during, and after school through vigilant supervision by school personnel.
- **Facility Improvements:** Recent or planned improvements, including modernization or new construction projects, enhance the learning environment, often funded through collaborative efforts between OCDE and host districts.



Teacher Preparation and Placement

These tables display 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 (2021-22 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)	41.3	70.9%	432.3	71.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	3.4%	8.3	1.4%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	3.4%	26.7	4.4%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	81.2	13.4%	11,953.1	4.3%
Unknown	13.0	22.3%	58.9	9.7%	15,831.9	5.7%
Total Teaching Positions	58.3	100.0%	607.6	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 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)	38.0	65.5%	444.8	72.2%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	4.0	6.9%	9.3	1.5%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	47.2	7.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	75.7	12.3%	11,746.9	4.2%
Unknown	16.0	27.6%	39.3	6.4%	14,303.8	5.2%
Total Teaching Positions	58.0	100.0%	616.5	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	34.7	58.3%	501.0	73.1%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	2.7	4.6%	9.0	1.3%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	39.7	5.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	97.0	14.2%	12,112.8	4.3%
Unknown	22.0	37.1%	38.6	5.6%	13,705.8	4.9%
Total Teaching Positions	59.5	100.0%	685.5	100.0%	278,927.1	100.0%

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 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>.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	2.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	0.0	0.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.4%	0.0%	0.0%
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%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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

2024-25 School Year

	Ratio
Pupils to Academic counselors	177:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	7.00
Social worker	0.00
Nurse	4.00
Speech/language/hearing specialist	11.40
Resource specialist (nonteaching)	1.00

Financial Data

The financial data displayed in this SARC is from the 2023-24 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 (2023-24 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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Connections	\$24,988	\$148,816
OCDE	\$12,356	\$156,612
California	\$11,146	◆
School and district: percentage difference	+102.2%	-5.0%
School and California: percentage difference	+124.2%	◆

✱ 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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$24,988
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$24,988
Annual average teacher salary	\$148,816



Expenditures Per Pupil

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

School Accountability Report Card

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