Orange County Department of Education Special Schools Program

GRADES Pre-**K-12**
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William M. Habermehl
Superintendent

Dennis Roberson
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Director's Message

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

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

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

School Description: The OCDE Special School Program provides an appropriate special education program for students referred from the 28 local school districts in Orange County and seven school districts outside of Orange County. Educational programs are provided in three types of educational placements, including 1) Special Classes for Students with Severe Disabilities, 2) Classes for Students who are Deaf and Hard of Hearing (DHH), and 3) Interagency Assessment Center (IAC) Classes for children with autism who are under three years of age.

The Special Classes for students with severe disabilities serve students whose primary disabilities include severe to profound cognitive and/or physical disabilities as well as students who manifest severe language and behavioral disabilities requiring a low student/staff ratio in a structured class setting. Students are enrolled from ages three through 21 years. Specialized physical health care is available for those students whose medical conditions warrant such services.

The DHH Program offers programs for deaf and hard of hearing infants and students from preschool through grade twelve. Students with hearing loss have the opportunity to be educated in least restrictive environments with hearing peers or in special classes. DHH program options include the Parent-Infant Education and Support (PIES) Program, the Oral Deaf and Hard of Hearing Program (three years of age through the sixth grade), and the DHH Total Communication Program for students from seventh through the twelfth grade.

The Interagency Assessment Center offers an extended assessment and intervention program for children from 24 to 36 months of age with a diagnosis of autism. The program includes intensive classroom instruction and support services for parents. The IAC provides each child with an ongoing, comprehensive assessment. Home training and support are regularly provided to every family whose child attends the program.

The OCDE Special Schools Programs operates a total of 70 classes. These classes are placed on 20 integrated school district sites throughout Orange County.

*"Dedicated to World Class Education...
Where Every Student Succeeds."*

Orange County Department of Education

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Orange County Department of Education

William M. Habermehl
County Superintendent of Schools

Lynn April Hartline
Deputy Superintendent

John L. Nelson, Ed.D.
Associate Superintendent

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Orange County Board of Education

Long Pham, Ph.D.
1st District

David L. Boyd
2nd District

Dr. Ken L. Williams
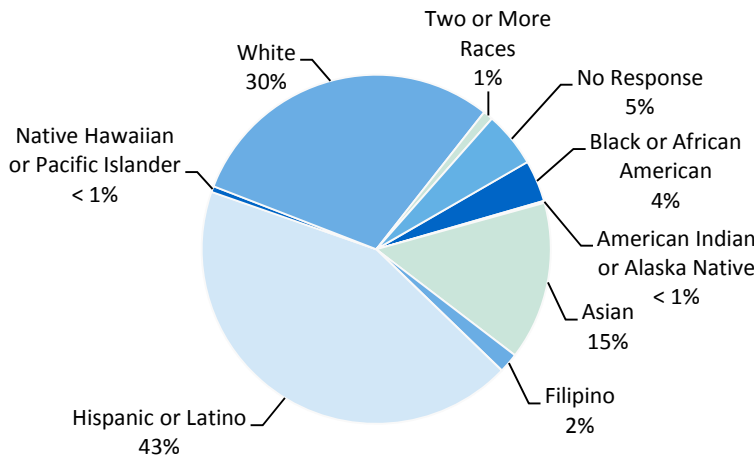*3rd District*

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

Elizabeth Parker
5th District

Class Size

- Class size averaged 9 students per class for students with severe-to-profound cognitive and/or physical disabilities
- Class size averaged 10 students per class for students in the Deaf and Hard-of-Hearing Program
- Class size averaged 8 students per class for children under the age of three years in the Interagency Autism Center Program

Enrollment and Demographics

The total enrollment at the school was 545 students for the 2009-10 school year.

White 30%
Two or More Races 1%
No Response 5%
Black or African American 4%
Native Hawaiian or Pacific Islander < 1%
American Indian or Alaska Native < 1%
Asian 15%
Filipino 2%
Hispanic or Latino 43%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

	Orange CDSE			Orange CDE		
	07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
Suspension Rate	1.4%	0.0%	6%	2.6%	2.7%	13.0%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Professional Development

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

Our ongoing staff development opportunities include the division of special education services, which has integrated into its program staff development activities and training to help teachers and support staff continue to improve and update their skills. Included in the staff development program are: Model Classroom, BASIC, SUCSESS, CPR, MOVE, System of Support, Behavior Intervention Case Manager, and Intensive Behavioral Intervention.

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

For the 2007-08 school year, we dedicated one day for professional development. In 2008-09, there was one day, and in 2009-10, there were two days dedicated for professional development.

School Facility Items Inspected

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

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

School Facility Good Repair Status

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

School Facility Good Repair Status			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Fair
Electrical	Good	**External**	Fair
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			11/30/2010
Date of the Most Recent Completion of the Inspection Form			11/30/2010

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Stuctural	Classroom and office roof leaks repaired at George Key School in March 2010.
External	Classroom ramps and railings repaired at Costa Mesa High Annex in October 2010.

School Facilities

The Special Schools Programs of the Orange County Department of Education provides instructional services for students with moderate to severe disabilities on 20 different school sites in eight Orange County School Districts and on three Community College campuses.

Both Reilly School in the Capistrano School District and Heideman School in the Tustin School District are the result of collaborative building projects between the County Office of Education and those school districts, which helps secure space for our county operated programs. OCDE was in a building project with Irvine Unified School District that opened in January, 2009.

The majority of the students in the Special Schools program receive home-to-school bus transportation in the morning and school-to-home bus transportation in the afternoon.

School Facilities

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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.

OCDE's Special Schools operates programs on 20 sites throughout Orange County. The number of classrooms on these sites ranges from 1 to 10. Two of the sites were the result of joint building projects between OCDE and the host district. These two sites have features unique to students with special needs (i.e., automatic doors, bathroom facilities in the classroom). The host districts are generally responsible for maintaining the condition of the facility and the grounds. OCDE works cooperatively with all its host districts to maintain an environment that supports good instruction.

The general condition of the sites where OCDE's programs are housed is very good. OCDE has 6 custodians who work before, during, and/or after school hours to ensure that our classrooms are cleaned and sanitized on a daily basis.

Facility improvements include re-roofing of Mission Viejo High School Annex during August 2008, using Deferred Maintenance Funds. ADA compliance improvements were made at George Key school.

Additional facility improvements include new flooring in portable 8 at Costa Mesa High School, re-roofing of Mission Viejo High classrooms, ADA compliance improvements at George Key school, and restored classrooms in the 500 building at University High.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted $105,740 for the Deferred Maintenance Program. This represents 1.5% of the District's general fund budget.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	*Reading Mastery,* SRA/McGraw-Hill (2-6)	2000
English-Language Arts	*Language Learning,* SRA/McGraw-Hill (2-6)	2000
English-Language Arts	*Reading,* Houghton Mifflin (K-6)	2000
English-Language Arts	*Grammar and Composition,* Prentice Hall	2003
English-Language Arts	*English ,Level K-6,* Houghton Mifflin	1998
English-Language Arts	*Grammar Usage Mechanics*	2002
English-Language Arts	*Writing and Grammar, Communication in Action,* PH	2003
English-Language Arts	*World Literature Pacemaker,* Globe	2006
English-Language Arts	*American Literature Pacemaker,* Globe	2006
English-Language Arts	Anthology Series, (Readers, Students, American), Globe	1998
Mathematics	Prentice Hall, California (6)	2009
Mathematics	Houghton Mifflin	1999
Mathematics	*Geometry,* Houghton Mifflin Ed, 2006	2006-07
Mathematics	*Algebra 2,* Prentice Hall	2006-07
Mathematics	*Mathsteps,* Houghton Mifflin	2002
Mathematics	*Basic Math Skills,* AGS	1998
Mathematics	*Algebra Readiness*, McDougal Littell	2009
Mathematics	*Algebra 1*, Holt	2009
Mathematics	*Geometry,* McDougal Littell	2003
Mathematics	*Algebra I,* Prentice Hall	2010
Science	Harcourt	1997
Science	*Science,* Scott Foresman (K-5)	2007
Science	*Focus on Earth,* Glencoe (6)	2007
Science	*Physical Science, Concepts and Challenges,* Globe	2003
Science	*Science*, Harcourt	2000
Science	*Health,* Globe Fearon	2003
Social Science	*California Reflections,* Harcourt (K-5)	2007
Social Science	*Maps, Globes and Graphs,* Level A-F, Steck-Vaughn	1996
Social Science	*Social Studies,* Level A-F, Steck-Vaughn	1996

Textbooks and Instructional Materials

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

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

Parental Involvement

The Orange County Department of Education recognizes the responsibility of the school to involve parents in all aspects of the special education process as legally required. The procedures for timely notification, parental input, and support are set up as legally mandated throughout the process from the beginning referral to the implementation of the Individual Education Program. Forms and procedures are changed so new legal mandates can be incorporated in a timely manner. Parents are also invited to participate in appropriate staff development activities. Teacher and administrators are vigilant in their efforts to seek parent input and keep parents informed. The early education infant and preschool programs have a parent support component to ensure the delivery of services to parents.

For more information on how to become involved, contact Chief of Special Schools and Programs, Dennis Roberson, at (714) 966-4130.

Textbooks and Instructional Materials

Continued from page 4

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
Social Science	*United States History,* Globe Fearon	2002
Social Science	*American Government: Freedom, Rights and Responsibilities,* Steck-Vaughn	2003
Social Science	*Government Today*, The People's Publishing	2002
Social Science	*Economics: Concepts and Applications,* Steck-Vaughn	2002
Social Science	*Economics: It's Your Business,* The People's Publishing	2000
Social Science	*US Government,* PCI	2009
Social Science	*US Law,* PCI	2009
Social Science	*US Citizenship,* PCI	2009
Social Science	*Economics,* PCI	2009
History-Social Science	*World History,* McDougal Littell	2006
US History	*America's Story,* Steck Vaughn	2007-08
Global	*History of Our World,* Steck Vaughn	2007-08
Foreign Language	*Master ASL! Level One,* Sign Media, Inc.	2008

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Orange County CDSE	
Subject	**Percentage Lacking**
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 (Grades 9-12)	0%

Note: This data was most recently collected and verified in November 2010.

School Safety

It is the policy of the Orange County Department of Education to provide a safe and secure learning environment for all students in a courteous and professional setting. We hold each other and ourselves accountable for the highest level of performance, efficiency, resource management, and professional conduct.

The California *Education Code* (Sections 35294-35294.9) requires county offices of education to develop and implement school safety plans. OCDE has written and implemented a comprehensive plan based on principles and procedures that cultivate and foster a safe and caring school climate.

Each of our sites maintains a Disaster Preparedness Plan that is updated on a regular basis and reflects the policies of the Orange County Department of Education. These Disaster Plans are coordinated as much as possible with the host district where OCDE programs are housed.

Each year the sites have a mandatory staff development schedule which includes the review of site Disaster Plans to assure that staff is versed on the emergency plans and responsibilities for the safety, health, and supervision of students during an emergency situation.

Mandatory staff development includes Child Abuse Reporting, Communicable Disease Transmission, Proper Lifting Procedures, Blood Pathogens, Seizure Intervention, and Care and site-specific safety issues.

The School Safety Report was last reviewed, updated, and discussed with the school faculties during specific minimum days at the various Administrative Units in September 2009. Each Administrative Unit coordinates their minimum day schedule with the mandatory topics during the school year. Key elements of the plan include monthly safety drills, crisis intervention plans, behavior and medical emergency drills, and annual fire extinguisher training.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Orange CDSE			Orange CDE			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	44%	44%	47%	23%	25%	26%	46%	50%	52%
Mathematics	33%	36%	43%	20%	21%	24%	43%	46%	48%
Science	17%	13%	14%	19%	21%	23%	46%	50%	54%
History-Social Science	13%	10%	10%	11%	13%	17%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2010 Results			
Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the District	26%	24%	23%	17%
All Students at the School	47%	43%	14%	10%
Male	53%	48%	❖	15%
Female	36%	32%	0%	4%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	40%	38%	❖	*%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35%	33%	❖	3%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	62%	50%	❖	❖
Two or More Races	70%	70%	❖	❖
Socioeconomically Disadvantaged	38%	38%	❖	5%
English Learners	47%	50%	❖	❖
Students with Disabilities	46%	42%	14%	10%
Students Receiving Migrant Education Services	❖	❖	❖	❖

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

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	**2008**	**2009**
Statewide API Rank	✱	✱	✱
Similar Schools API Rank	✱	✱	✱

✱ OCDE Special Schools Program is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		
	07-08	**08-09**	**09-10**
All Students at the School	-33	91	29
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Ranks

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

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

API Growth by Student Group — 2010 Comparison			
Group	**2010 Growth API**		
	Orange CDSE	**Orange CDE**	**California**
All Students	649	632	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	779	890
Filipino	■	■	851
Hispanic or Latino	580	540	715
Native Hawaiian or Pacific Islander	■	■	753
White	762	736	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	586	532	712
English Learners	■	519	692
Students with Disabilities	649	■	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Career Technical Education Programs

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

Interagency collaboration included monthly participation on the Orange County Adult Transition Task Force and the Adult Services Advisory Committee. These committees included representatives from Orange County Department of Education, Regional Center, Department of Rehabilitation, Mental Health, local parents, adult service providers, colleges, and ROP programs. In addition, the twenty-first annual Orange County Department of Education Adult Services Transition Planning Resource Directory was published and distributed countywide. The directory included descriptions of 40 post-school continuing education and adult service agencies. Performance indicators and outcome information for these agencies was also included. For more detailed information on the directory, please visit http://sped.ocde.us/countywide_coordination/adultservices.htm.

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

Career Technical Education Programs

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Students attending the Deaf and Hard of Hearing Program located at University High School begin their transition planning during their freshman year. As sophomores, students attend a Sophomore Conference to plan the remainder of their secondary coursework, and to learn about the agencies that will provide services to them as they exit high school and enter the adult world. At any one time during the school year, over 45% of the DHH students are enrolled in ROP courses, going on job shadows or holding down paying part-time jobs. Seniors meet their Department of Rehabilitation counselors in the fall and make the final preparation for their transition to a variety of educational and employment programs, including the Career Adult Program located on the Coastline Regional Occupational Program campus.

Career Technical Education Participation

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

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

Federal Intervention Program

Federal Intervention Program		
	Orange CDSE	**Orange CDE**
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2005-2006
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		25.0%

✧   Not applicable.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Orange CDSE			**Orange CDE**			**California**		
	06-07	**07-08**	**08-09**	**06-07**	**07-08**	**08-09**	**06-07**	**07-08**	**08-09**
Graduation Rate	96%	72%	50%	49.98%	47.47%	40.88%	80.61%	80.21%	78.59%
1-year Dropout Rate	5.52%	7.02%	7.96%	29.1%	32.07%	34.74%	5.46%	4.88%	5.69%

Completion of High School Graduation Requirements

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2010**		
	Orange CDSE	**Orange CDE**	**California**
All Students	76.9%	52.0%	94.5%
Socioeconomically Disadvantaged	71.4%	26.0%	91.3%
English Learners	0.0%	49.0%	98.5%
Students with Disabilities	76.9%	60.0%	53.4%
Black or African American	0.0%	52.0%	89.7%
American Indian or Alaska Native	0.0%	43.0%	95.3%
Asian	100.0%	53.0%	97.4%
Filipino	100.0%	47.0%	98.2%
Hispanic or Latino	71.4%	45.0%	91.6%
Native Hawaiian or Pacific Islander	0.0%	74.0%	95.2%
White	87.5%	57.0%	98.1%
Two or More Races	100.0%	⊙	◈

⊙   Data not available from the district at this time.

◈   Data not available from the state at this time.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit www.cde.ca.gov/ta/tg/hs.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Orange CDSE		**Orange CDE**	
Met Overall AYP	No		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	No	No	No	No
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	◈		No	

◈ Information not available.

Public Internet Access

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

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	1.0
Ratio of Students Per Academic Counselor	545:1
Support Staff	**FTE**
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	7.7
Social Worker	0.0
Nurse	10.1
Speech/Language/Hearing Specialist	9.6
Resource Specialist (non-teaching)	0.0
Other	13.8

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics

2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics

3. API scores

4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

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).

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Orange CDSE	20.0%	14.3%	27.3%	35.0%	22.7%	38.1%
Orange CDE	26.8%	30.9%	32%	22.7%	25.1%	23.8%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
	English-Language Arts		
Group	Not Proficient	Proficient	Advanced
All Students in the District	◈	◈	◈
All Students at the School	72.7%	18.2%	9.1%
Male	❖	❖	❖
Female	84.6%	15.4%	0.0%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	72.7%	18.2%	9.1%
Students Receiving Migrant Education Services	❖	❖	❖

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

◈ Data not available from the state at this time.

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

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 State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for OCDE: Special Schools Program. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

CAHSEE Results by Student Group: Mathematics

Percentage of Students Achieving at Each Performance Level			
	Mathematics		
Group	**Not Proficient**	**Proficient**	**Advanced**
All Students in the District	◈	◈	◈
All Students at the School	61.9%	23.8%	14.3%
Male	❖	❖	❖
Female	75.0%	25.0%	0.0%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	61.9%	23.8%	14.3%
Students Receiving Migrant Education Services	❖	❖	❖

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

Course Enrollment for UC/CSU Admission

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

University of California and California State University Admission	
	08-09
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	72.0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	15.0%

"All students have the ability as well as the right to learn and to progress."

CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Courses Required for UC/CSU Admission

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

Teacher Qualifications

Teacher Credential Information				
	Orange CDE	**Orange CDSE**		
Teachers	**09-10**	**07-08**	**08-09**	**09-10**
With Full Credential	358	79	94	82
Without Full Credential	2	9	7	2
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.
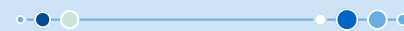
Teacher Misassignments and Vacant Teacher Positions			
	Orange CDSE		
	08-09	**09-10**	**10-11**
Teacher Misassignments of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
Orange CDSE	100.0%	0.0%
All Schools in District	86.0%	14.0%
High-Poverty Schools in District	74.2%	25.8%
Low-Poverty Schools in District	88.8%	11.2%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Advanced Placement Courses

No information is available for OCDE Special Schools Program regarding advanced placement (AP) courses offered.
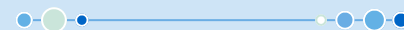
District Financial Data

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

District Salary Data		
Category	**Orange CDE**	**Similar Sized District**
Beginning Teacher Salary	¤	¤
Mid-Range Teacher Salary	¤	¤
Highest Teacher Salary	¤	¤
Average Principal Salary (Elementary School)	¤	¤
Average Principal Salary (Middle School)	¤	¤
Average Principal Salary (High School)	¤	¤
Superintendent Salary	¤	¤
Teacher Salaries — Percent of Budget	¤	¤
Administrative Salaries — Percent of Budget	¤	¤

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

School Financial Data

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

School Financial Data	
	Orange CDSE
Total Expenditures Per Pupil	$57,357
Expenditures Per Pupil From Restricted Sources	$55,528
Expenditures Per Pupil From Unrestricted Sources	$1,829
Annual Average Teacher Salary	$88,053

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Orange CDSE	$1,829	$88,053
Orange CDE	$8,777	$98,721
California	$5,681	$68,179
School and District — Percent Difference	-379.9%	-12.1%
School and California — Percent Difference	-210.6%	+22.5%

Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

Types of Services Funded

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