SARC

2019-20

School Accountability
Report Card

Published in 2020-21

Orange County Department of Education: Special Schools Program

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

Analee Kredel
Chief, Special Education Services
akredel@ocde.us

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

www.ocde.us/SPED

Chief's Message

It is the goal of the Orange County Department of Education (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 aligned with California state standards and are critical to the present and future needs of our students.

Our philosophy is based on the following beliefs:

- All students have the ability as well as the right to learn and to progress
- Each student's educational program shall be developed through the Individualized Education Program (IEP) process, utilizing a team to identify and implement functional goals and objectives
- Each student's educational program shall focus on maximizing student independence
- Each student shall participate in instructional activities that are positive, age-appropriate, and safe in inclusive settings whenever possible

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

The OCDE Special Education Division provides an appropriate special education program for students referred from the 27 local school districts in Orange County and seven school districts outside of Orange County.

Educational programs are provided to meet the needs of the following types of students:

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

The special classes for students with the most significant disabilities serves students ages 3-22 years whose primary disabilities include severe to profound cognitive and/or physical disabilities, as well as students who manifest severe language and behavioral disabilities requiring a low student-to-staff ratio in a structured class setting. Specialized physical health care services are available for those students whose medical conditions warrant such services. Classes also provide opportunity for community-based instruction for students.

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

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

The OCDE Special Schools Programs operates 50 classes. These classes are on 14 integrated school district sites throughout Orange County.

School Mission Statement

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

School Vision Statement

Orange County Department of Education's Special Education Division is dedicated to the fundamental human values of respect, responsibility, integrity and professional ethics. Our priority is service to students with special needs, schools, districts, families and community members. We provide a safe, caring, courteous, and professional environment that fosters collaborative work and individual development for our employees. We hold ourselves and each other accountable for the highest level of performance, efficiency, resource management, and professionalism.

Parental Involvement

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

For more information on how to become involved at the school, please contact Analee Kredel, Chief of Special Education Division, at (714) 966-4129.

School Accountability Report Card

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

Mission Statement

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

Vision Statement

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

Orange County Board of Education

Rebecca Gomez, 1st District

Mari Barke, 2nd District
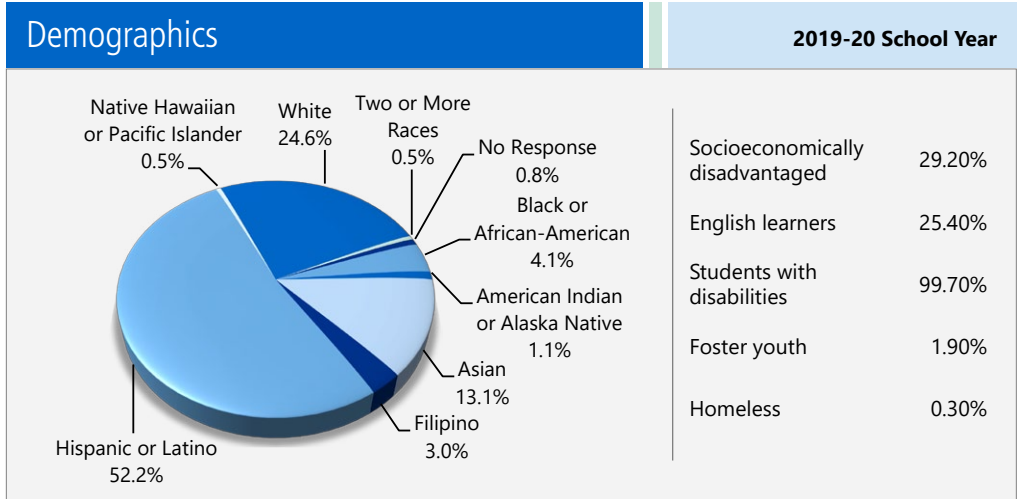
Dr. Ken L. Williams, 3rd District

Tim Shaw, 4th District

Lisa Sparks, Ph.D., 5th District

Enrollment by Student Group

The total enrollment at the school was 366 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2019-20 School Year

Native Hawaiian or Pacific Islander 0.5%
White 24.6%
Two or More Races 0.5%
No Response 0.8%
Black or African-American 4.1%
American Indian or Alaska Native 1.1%
Asian 13.1%
Filipino 3.0%
Hispanic or Latino 52.2%

Socioeconomically disadvantaged	29.20%
English learners	25.40%
Students with disabilities	99.70%
Foster youth	1.90%
Homeless	0.30%

Average Class Size and Class Size Distribution

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

School Safety

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

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

Each of our sites maintains a disaster-preparedness plan that reflects the policies of the Orange County Department of Education. These disaster plans are coordinated as much as possible with the host district where OCDE programs are housed.

Each year, the sites review their site disaster plan to ensure that staff is versed on the emergency plans and responsibilities for the safety, health and supervision of students during an emergency situation. In addition, 137 of our staff members have completed Certified Emergency Response Training (CERT). In addition, OCDE classroom staff participate in CPR/First Aid training every other year. Mandatory staff training for all classroom-based staff includes: CPR, First Aid, seizure care, mandated reporting, and blood-borne pathogens.

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

School Psychologist also review student crisis intervention and behavior intervention plans with classroom staff. Classroom staff working with student with significant behavioral issues also attend 14-18-hour Professional Assault Crisis Training (Pro-ACT). School Nurses train staff on the administration of routine medications, emergency medication administration, and individualized specialized health care plans for students as applicable.

The school safety reports are reviewed, updated and discussed with the school staff during minimum days at the various sites by December 2020.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

Grade	Enrollment
K	10
1	7
2	14
3	17
4	19
5	16
6	13
7	27
8	33
9	30
10	25
11	33
12	122
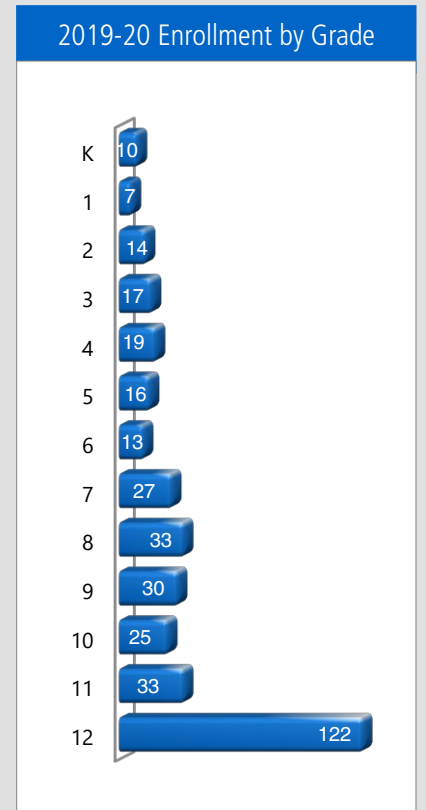
Types of Services Funded

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

California School Dashboard

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

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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data
	Special Schools		Orange CDE		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	0%	◈	26%	◈	30%	◈

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Special Schools		Orange CDE		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	8%	◈	44%	◈	51%	◈
Mathematics	2%	◈	32%	◈	40%	◈

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2019-20 School Year		
Percentage of Students Meeting Fitness Standards	Special Schools		
	Grade 5	Grade 7	Grade 9
Four of six standards	◈	◈	◈
Five of six standards	◈	◈	◈
Six of six standards	◈	◈	◈

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP 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.

The "percentage 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 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.

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
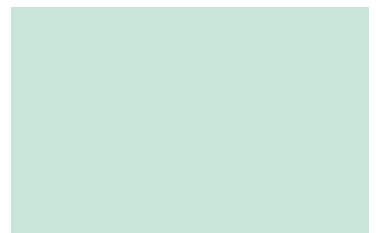
CAASPP Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
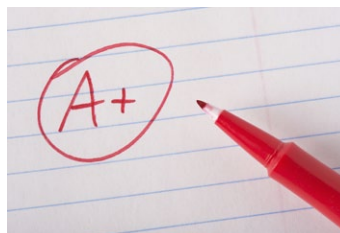
CAASPP Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards				2019-20 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
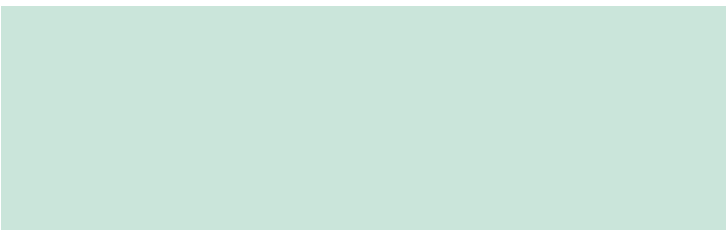
Textbooks and Instructional Materials

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

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

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

In the DHH programs, textbooks are available for every student, including English language learners. For students who receive instruction in the core curriculum, textbooks are chosen using the most recently board-approved textbooks from the host school district.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Houghton Mifflin Spelling and Vocabulary (K-5)	1998
Reading/language arts	*The Apple Tree Curriculum for Developing Written Language*, Gander Publishing	2013
Reading/language arts	*Reading Mastery*, SRA/McGraw-Hill (K-6)	2008
Reading/language arts	*Reading Mastery/Language Arts*, SRA/McGraw-Hill (K-5)	2008
Reading/language arts	*Language for Learning*, SRA/McGraw-Hill (K-6)	2000
Reading/language arts	*Six-Way Paragraphs* series	2007
Reading/language arts	*Target Spelling Series*, Steck Vaugh	2004
Reading/language arts	*Writing and Grammar: Communication in Action, Composition*, Prentice Hall	2003
Reading/language arts	*Wordskills* (6-12)	2001
Reading/language arts	*World Literature*, Pacemaker; Globe Fearon	2006
Reading/language arts	*American Literature*, Pacemaker; Globe Fearon	2006
Reading/language arts	Reason and Writing Level B-F, SRA/ MC Graw-Hill	2019
Reading/language arts	Anthology Series (Readers, Students, American), Globe Fearon	1998
Reading/language arts	*Goodman's Five-Star Stories*, Jamestown Publishing	1996
Reading/language arts	Reading Milestones	1996
Reading/language arts	Scholastic Magazines: News (2-3); Action & Scope (3); Upfront	2014
Reading/language arts	Oxford Picture Dictionary Series	2014
Reading/language arts	*Expressive Writing*, Levels 1 & 2	2003
Reading/language arts	*Basic English Grammar*, Pacemaker	2013
Reading/language arts	Time for Kids Magazine	2014
Reading/language arts	Houghton Mifflin (K-6)	2002
Reading/language arts	*Vocabulary Connections*, Steck Vaughn	2004
Health	*Decisions for Health*, Book 1 & 2	2014
Mathematics	*Algebra*, AGS	2000
Mathematics	*My Math*, McGraw-Hill (K-6)	2016

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Special Schools	
2018-19 and 2019-20 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	0.00%

Public Internet Access

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

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	
2020-21 School Year	
Data collection date	8/5/2020

Textbooks and Instructional Materials, *Continued from page 8*

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
Mathematics	*Pre-Algebra*, AGS	2004
Mathematics	Pearson, Prentice Hall (6)	2009
Mathematics	*Algebra*, AGS	2000
Mathematics	*My Math*, McGraw-Hill (K-6)	2016
Mathematics	*Pre-Algebra*, AGS	2004
Mathematics	Pearson, Prentice Hall (6)	2009
Mathematics	Algebra 2, AGS	2012
Mathematics	Consumer Mathematics, AGS	2012
Mathematics	Geometry, Pacemaker	2011
Mathematics	Algebra 2, Prentice Hall	2006-07
Mathematics	Math Steps, Houghton Mifflin (K-6)	2002
Mathematics	Agile Mind, Agile Mind Education Holdings, Inc	2017
Mathematics	Algebra 1, Holt	2009
Mathematics	Geometry, McDougal Littell	2003
Mathematics	Connecting Math Concepts Levels C-F, McGraw	2018
Mathematics	Essentials for Algebra, SRA/MCGraw-Hill	2019
Mathematics	Big Ideas Math, Course 1	2016
Science	Science, Scott Foresman (K-5)	2007
Science	Focus on Earth Science, Glencoe (6)	2007
Science	Physical Science: Concepts and Challenges, Globe Fearon	2003
Science	Biology: Cycles of Life, AGS	2019
Science	Health, Globe Fearon	2003
Science	Focus on Elementary Biology; Focus on Elementary Chemistry; Focus on Elementary Physics	2014
Science	The Earth and Beyond, Steck Vaughn	2015
Science	Life Science, PCI	2015
Science	Science, Scott Foresman (K-5)	2007
Science	Focus on Earth Science, Glencoe (6)	2007
Science	Physical Science: Concepts and Challenges, Globe Fearon	2003
Science	Biology: Cycles of Life, AGS	2019
Science	Health, Globe Fearon	2003
Science	Focus on Elementary Biology; Focus on Elementary Chemistry; Focus on Elementary Physics	2014
Science	The Earth and Beyond, Steck Vaughn	2015

✧ Not applicable.

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	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	0%
Science laboratory equipment	0%

Quality of Textbooks

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

Quality of Textbooks	
2020-21 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials, *Continued from page 9*

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
Science	Life Science, PCI	2015
Economics	*Pre-Algebra*, AGS	2004
Social science	Pearson, Prentice Hall (6)	2009
Social science	*Algebra*, AGS	2000
Social science	*My Math*, McGraw-Hill (K-6)	2016
Social science	*Pre-Algebra*, AGS	2004
Social science	Pearson, Prentice Hall (6)	2009
Social science	Algebra 2, AGS	2012
Social science	Consumer Mathematics, AGS	2012
Social science	Geometry, Pacemaker	2011
Social science	Algebra 2, Prentice Hall	2006-07
Social science	Math Steps, Houghton Mifflin (K-6)	2002
History/social science	Agile Mind, Agile Mind Education Holdings, Inc	2017
U.S. history	Algebra 1, Holt	2009
Global	Geometry, McDougal Littell	2003

Career Technical Education Programs

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

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

Career technical education programs offered by the Orange County Department of Education included vocational education and work-based learning at more than 30 business training sites. This training reflected the local job market and specifically focused on preparation for work in food services, retail, grocery, hotel, clerical, mail services, janitorial and door-to-door delivery. Students also gained work experience through volunteer service at nonprofit organizations such as Assistance League, a senior assisted-living facility, and a community outreach donation center.

Career Technical Education Programs

Continued from left

Career technical education programs offered by the Orange County Department of Education included vocational education and work-based learning at more than 30 business training sites. This training reflected the local job market and specifically focused on preparation for work in food services, retail, grocery, hotel, clerical, mail services, janitorial and door-to-door delivery. Students also gained work experience through volunteer service at nonprofit organizations such as Assistance League, a senior assisted-living facility, and a community outreach donation center.

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, approximately 25% of the DHH students are enrolled in ROP courses, going on job shadows or are holding down paying part-time jobs. Seniors meet their Department of Rehabilitation counselors in January and make the final preparation for their transition to a variety of educational and employment programs, including the DHH Adult Transition Program located on the campus of Orange Coast College.

Career Technical Education Participation

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

Career Technical Education Data	
Special Schools	
2019-20 Participation	
Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.0%

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. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			Dropout Rate		
	16-17	17-18	18-19	16-17	17-18	18-19
Special Schools	⁂	⁂	⁂	⁂	⁂	⁂
Orange CDE	91.00%	87.15%	36.00%	5.20%	6.52%	30.10%
California	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

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.

School Facility Good Repair Status	2020-21 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	Good
Date of the most recent school site inspection	10/28/2020
Date of the most recent completion of the inspection form	10/28/2020

Deficiencies and Repairs

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

Deficiencies and Repairs		2020-21 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Wall paper peeling off wall; stained ceiling tiles. Work order submitted.	November 2020
Electrical	Light out and missing light cover; four lights out. Work order submitted.	November 2020

⁂ County Office of Education administered schools receive the countywide rate.

Advanced Placement Courses

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

School Facilities

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

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

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

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Orange CDE	**Special Schools**		
Teachers	**20-21**	**18-19**	**19-20**	**20-21**
With a full credential	140	51	52	55
Without a full credential	0	6	6	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Special Schools		
Teachers	**18-19**	**19-20**	**20-21**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	1

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions						Three-Year Data	
	Special Schools		**Orange CDE**		**California**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Suspension rates	2.0%	1.1%	2.6%	3.4%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
	Special Schools		**Orange CDE**		**California**	
	19-20		**19-20**		**19-20**	
Suspension rates	0.7%		1.6%		✳	
Expulsion rates	0.0%		0.0%		✳	

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	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	105:1
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	5.00
Social worker	0.00
Nurse	5.86
Speech/language/hearing specialist	12.03
Resource specialist (nonteaching)	0.00

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2018-19	3
2019-20	3
2020-21	3

✳ California suspension and expulsion data is not available at this time.

Financial Data

The financial data displayed in this SARC is from the 2018-19 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	2018-19 Fiscal Year	
	Orange CDE	**Similar Sized District**
Beginning teacher salary	✪	✪
Midrange teacher salary	✪	✪
Highest teacher salary	✪	✪
Average elementary school principal salary	✪	✪
Average middle school principal salary	✪	✪
Average high school principal salary	✪	✪
Superintendent salary	✪	✪
Teacher salaries: 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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Special Schools	$17,764	$112,429
Orange CDE	$14,274	$126,456
California	$7,750	◈
School and district: percentage difference	+24.4%	-11.1%
School and California: percentage difference	+129.2%	◆

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

◈ Information is not available.

◆ The percentage difference cannot be calculated because California Average Teacher Salary is not available.

School Financial Data

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

School Financial Data	
2018-19 Fiscal Year	
Total expenditures per pupil	$17,764
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$17,764
Annual average teacher salary	$112,429
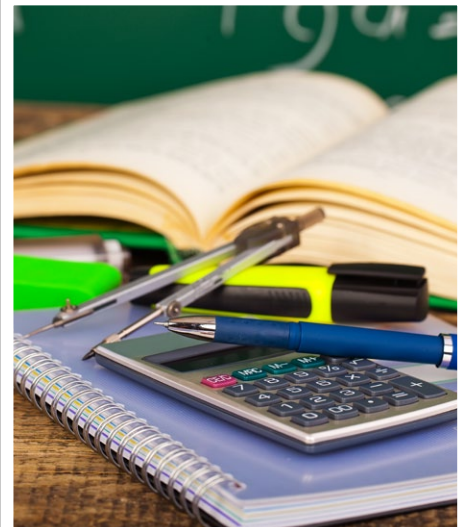
Expenditures Per Pupil

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.