



California School for the Deaf

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School Accountability Report Card

Superintendent's Message

The California School for the Deaf recognizes that one of our foremost responsibilities is to see that our students learn and improve academically. As you view our 2007-2008 School Accountability Report Card (SARC) keep in mind that it takes all of us – parents, teachers, students, staff, and our community – to ensure that each student makes the progress that we seek. We are thankful that we work as a family to make sure that each student makes progress on the long path of education.

Sincerely yours,
Hank Klopping, Superintendent
California School for the Deaf

Statement of Beliefs

The California School for the Deaf has made a commitment to be a Deaf-centered environment in which the design of learning and the language of instruction are consistent with a bilingual approach to educating Deaf children. The school values itself as a multi-cultural community of varied ethnic backgrounds through which people are able to learn and work together to promote the academic, linguistic, career/technical education, cultural, social, emotional and physical development of Deaf children. The involvement of parents, students, staff, the Deaf community, the business community and the community at large is regarded as essential to the mission of the school.

We Believe

- Students are best served through partnerships with and the involvement of all stakeholders and constituencies: parents, students, staff, the Deaf community, business, government and other agencies, as well as local communities in the areas served by the California School for the Deaf.
- The needs of students are best met by staff proficient in American Sign Language and English who affirm that children can learn, do quality work, develop a positive self-image and establish career goals that reflect their skills and potential.
- Early, consistent and meaningful communication in any form between family and child is essential in fostering the innate ability of Deaf children for language. Acquisition of American Sign Language and written English is of paramount importance and should begin as early as possible to ensure fluency.
- Deaf students have the right to understand and be understood through access to direct and spontaneous communication in a signing environment where effective communication strategies can be developed.
- Students have the right to a standards-based core curriculum, or to specialized programs as appropriate, where reading, writing and math skills are developed and where critical thinking, problem-solving and decision-making skills can be fostered.
- The citizenship of students is enhanced by emphasizing responsibility for one's actions, a sense of civic duty, and the development of ethical and moral decision-making skills.
- Extracurricular activities and participation as members of the Deaf Community as well as the community at large, are crucial to the personal development of the whole child.
- Diversity in the school and community is to be embraced by nurturing respect, acceptance and appreciation for the differences among human beings.

Our Mission

The mission of the California School for the Deaf is to provide comprehensive educational programs, which create a strong foundation for future learning among graduates in an accessible learning environment that recognizes Deaf students and adults as culturally and linguistically distinct. The school will ensure that students receive a quality education with emphasis on full communication access through fluency in both American Sign Language and English. This will enable students to reach their maximum potential while preparing them to function effectively in a diverse, technologically evolving world.

Our Vision

Graduates of the California School for the Deaf will demonstrate the knowledge, skills, competency and self-esteem to achieve fulfilling personal lives and careers. Empowered with a positive Deaf identity, they will possess the confidence, discipline, leadership and productivity that will enable them to become contributing citizens in a democratic society.

Academic Overview

California School for the Deaf (CSD) is a bilingual and multicultural program that recognizes the importance of educating Deaf students using both ASL and English for academic instruction and promoting full proficiency in both languages. Over the last fifteen years, more and more schools and programs for the Deaf community has recognized the importance of educating their deaf and hard of hearing students using both ASL and English for academic instruction and promoting full proficiency in both languages. The ASL/English Bilingual Professional Development (AEBPD) project created a bilingual staff development program that promotes effective instruction of language and literacy for Deaf students. AEBPD applies current bilingual education research to the unique needs of Deaf children (involved with ASL and English acquisition) and frames language acquisition and language instruction within the concept of Language Planning.

CSD has been the leader of the Bilingual/Bicultural movement in Deaf Education. Twenty years ago, educators at CSD challenged the widespread, prevailing misconception that Deaf children (and adults) should be viewed as people with a "hearing loss" and educated from a "deficit model." They set forth instead several groundbreaking propositions:

- Deaf children (and adults) are in fact members of a Linguistic and Cultural Minority;
- American Sign Language (ASL) is the natural language of Deaf people;
- ASL is the natural language of instruction of every Deaf child; and
- programs for Deaf students should educate children using Bilingual/Bicultural methodologies (ASL/English) and pedagogies.

These cutting-edge precepts became the cornerstone of CSD's educational program and philosophy for the next twenty years. Several schools and programs for the Deaf - both nationally and internationally - looked to CSD for leadership and guidance, and many followed suit. Recently, educators at CSD - in concert with their commitment to best practices in instruction - revisited CSD's Bilingual/Bicultural program. As a result, in the spring of 2005, CSD decided to join the AEBPD network.

The elementary teachers began the two-year STAR School training commitment. With the guidance of the STAR School mentors and using the critical pedagogy process, the teachers read assigned articles on current research in bilingual/bicultural education and reflected on their applications to deaf education. They also responded to posed questions about the articles and engaged in discussions about them with their colleagues during their weekly seminars. In addition, they utilized classroom technology that promotes both ASL and English language acquisition and language learning through bilingual instructional strategies using interactive software programs and applications and current technology equipment. The teachers reported that they found the training beneficial and very relevant to their daily instruction.

As with all bilingual programs, measuring progress, demonstrating mastery of the state standards and compiling evidence of learning over time requires multiple perspectives and a variety of assessments.

State-mandated standardized testing is just one of a myriad of assessment tools that also include teacher observations of students' performance in class, project-based learning, performance assessments, student portfolios, parent input, student demonstrations/presentations, homework, tests and results from three-year assessments.



In addition, teachers in all departments develop rubrics to assess student mastery of learning objectives. By using a variety of assessments, the whole child is considered. Staff use a variety of measures, including, but not limited to, standardized tests, when communicating progress and areas of improvement to students and their families.

Assessing Deaf students' mastery of American Sign Language, English, and the state standards is a very complex process. Research indicates that Deaf children who develop ASL during their critical language learning years (birth to age 6) have a much better chance of becoming proficient in both ASL and English than students who are exposed to ASL later in their development. Deaf children of Deaf and hearing parents who use ASL at home and also promote a literacy rich environment during those early years tend to become successful balanced bilinguals. These children demonstrate linguistic competence in both languages and tend to be high academic achievers.

Throughout the history of Deaf education, heavy emphasis has been placed on providing staff development to teachers related to teaching English (reading and writing) and little emphasis has been placed on teaching ASL to students who are not proficient in ASL. Recent research has proven these English teaching strategies are ineffective for the majority of Deaf students who do not have a first language foundation in ASL. In the fall of 2005, CSD decided to participate in the CAEBER (Center for ASL/English Bilingual Education and Research) AEBPD (ASL/English Bilingual Professional Development) project.

During the summer of 2005, the Curriculum and Media Supervisor, the Deaf Studies/Bilingual Teacher Specialist, and the Middle School Principal attended a seminar at Gallaudet University to receive training in the conceptual basis for designing and implementing bilingual program models for second language and Deaf/Hard of hearing learners. The Elementary Principal is a national AEBPD mentor and is knowledgeable in this professional development theory and practice.

Two Elementary teachers attended an intensive training in the theory and methodology of bilingual education using ASL and English as the languages of instruction. The mentors were trained to establish and facilitate an ASL/English Bilingual Professional Development in-service to the Elementary teachers, to use classroom technology to enhance ASL/English bilingual instruction and to perform the role and responsibilities of a bilingual in-service mentor. CSD has made a two-year commitment to the program. The elementary teachers completed the training by participating in weekly seminars focusing on current research in bilingual education and its applications to Deaf education.

The four levels of the training include:

- Level 1:** The seven principles of effective language learning within a bilingual environment
- Level 2:** Bilingualism and second language acquisition and learning
- Level 3:** Bilingual methodology for the classroom
- Level 4:** Assessing the languages of ASL and English, as well as English literacy, and using assessment to guide bilingual instruction

Participants applied bilingual instruction strategies that promote ASL and English language acquisition and language learning. Bilingual instructional strategies include using interactive software programs and applications and current technology equipment (e.g., SMART Board, InFocus, LCD projector, digital camera, digital camcorder, digital movies, etc.). This professional development will enhance instruction and increase literacy in both ASL and English.



Expected School-Wide Learning Results (ESLRs)

Upon graduation from the California School for the Deaf, each student will be a KNOWLEDGEABLE and COMPETENT PERSON who:

- values education, lifelong learning and self-advocacy
- demonstrates mastery of essential knowledge as measured by content and performance standards in English, mathematics, science, social science, Deaf studies, physical education, health, career exploration, career/technical education and service learning
- uses current technology and electronic media
- demonstrates ability in critical thinking, responsibility, teamwork and self-confidence areas
- demonstrates ability to problem-solve and make decisions based on ethical and moral considerations
- applies new knowledge to real-life situations
- recognizes and describes their own personal skills, strengths, weaknesses and establishes realistic goals including strategies for overcoming personal limitations
- possesses career preparation skills and develops a transition plan towards adulthood
- possesses independent living skills

Upon graduation from the California School for the Deaf, each student will be an EFFECTIVE COMMUNICATOR who:

- uses appropriate strategies successfully in a variety of situations
- uses ASL and English effectively
- possesses good "listening" skills
- summarizes and paraphrases key ideas from written or signed material
- shares thoughts and feelings with others adequately
- demonstrates proper communication etiquette
- demonstrates competency in using interpreters, relay services, telecommunication devices, personal computers and other available equipment and service resources

Upon graduation from the California School for the Deaf, each student will be a CULTURALLY EMPOWERED PERSON who:

- values differences among human beings
- acknowledges and respects different cultures
- understands and values Deaf culture and history
- contributes to and participates in the Deaf community as well as communities at large

Upon graduation from the California School for the Deaf, each student will be a *PRODUCTIVE, SELF-DIRECTED PERSON* who:

- possesses a positive attitude towards self and personal capabilities
- strives to be emotionally, socially and physically healthy
- possesses a positive self-image as a Deaf person
- sets personal short-term and long-term goals
- develops positive work ethics that are necessary for successful employment
- uses community resources effectively
- demonstrates self-discipline and initiative
- works independently
- functions effectively as a team member
- adjusts appropriately to change

Upon graduation from the California School for the Deaf, each student will be an *INFORMED AND RESPONSIBLE CITIZEN* who:

- respects the rights of others
- takes responsibility for their own actions
- demonstrates a sense of being part of the community
- uses ethical and moral decision-making skills
- understands governmental and economic systems
- understands their own rights as a Deaf citizen
- participates in a democratic society

School Profile

The California School for the Deaf (CSD), a bilingual/multicultural school, prides itself in being recognized as a national and international leader in Deaf education. Established in 1860, CSD is part of the California Department of Education (CDE) State Special Schools and Services Division and has served Deaf children from northern California with distinction for 148 years.

The school is nestled in the eastern foothills of Fremont, the fourth largest city in the San Francisco Bay Area in terms of population (208,591) and the fourth largest city in size. Fremont is well-known for its diverse population and low crime rate. Named the “most kid-friendly” city in Northern California in 2004, the town has a 200 year-old Catholic Mission, 52 parks and playgrounds, a large new library, an historic farm, and a wildlife refuge for our students to enjoy. Fremont has a well-educated population and attracts residents from Silicon Valley industries, a major center of high-tech industry. In addition, Fremont is home to Ohlone College, a community college located approximately six miles from the school, with a large program for Deaf adults and an interpreter training program.

The high school program at CSD is fully accredited by the Western Association of Schools and Colleges (WASC) and the Conference of Educational Administrators for the Deaf (CEASD). During the 2006-2007 academic year, CSD was granted a six-year term of accreditation (full term) and congratulated on the quality of instruction offered.

CSD serves school-age children from San Luis Obispo County to the Oregon border. Infants from 18 months to three years of age also come to the CSD campus to participate in our Infant Program. The Mission Valley SELPA (MVS) and the Tri-Valley SELPA (TVS) financially support the infant program and CSD oversees its daily operations. MVS referrals are made from the Fremont, Newark and Union City school districts. Tri-Valley SELPA referrals are made from the Livermore, Dublin and Pleasanton school districts. The MVS/TVS teacher and the CSD teacher make weekly home visits to the homes of infants from 6 months to 18 months of age; children aged 18 months to three years old attend the center-based program. The infant program emphasizes early intervention, the importance of early language acquisition and full access to American Sign Language (ASL) for young deaf children. Teachers also educate the parents about the importance of parent-child communication and program options. Upon completion of the infant program, some students apply for admission to CSD, and some students return to their local school districts.

Approximately 456 students (count taken in January 2007), aged 3 to 22, attended the CSD pre-school through 12th grade programs. Instructional departments include Early Childhood Education, Elementary School, Middle School, High School, Special Needs, Career/Technical Education, Career Center/Transition, Physical Education and Curriculum and Media Services. Instructional support programs include teacher mentoring, speech, American Sign Language (ASL), Deaf Studies/American Sign

Language curriculum integration, guidance and career counseling, assessment, student health services and Outreach services, in addition to numerous extra-curricular activities.

CSD serves both residential and day students. Residential students go home on Friday afternoons and return to school on Sunday evenings. They are supervised by the Student Life Division and participate in many educational and recreational activities and programs after school and in the evenings. For special events such as Homecoming, leadership retreats, Special Olympics, prom and special athletic events, students remain on campus for the weekend. The day students, who commute to CSD from local communities, also have the opportunity to participate in after-school and evening activities. The Student Life Division is responsible for the safety of all students after school.

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS in October, 2006.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	14.7%
American Indian	1.2%
Asian	7.1%
Caucasian	40.9%
Filipino	3.4%
Hispanic	31.6%
Pacific Islander	0.5%
Multiple or No Response	0.5%

School Leadership

This section presents information about the structure of the school's instructional program and the experience of the school leadership team.

The **School Cabinet** is composed of the following administrators: School Superintendent, Director of Instruction, Director of Student Life, Director of Pupil Personnel Services, Director of Personnel, Director of Outreach, Director of Technology, and Director of Business Services. The Cabinet meets weekly to review state mandates, policies, procedures, and school issues and to formulate plans for the implementation of school activities.

The **Instructional Management Team (IMT)** is composed of the following administrators and supervisors: Director of Instruction, Early Childhood Education/Communication Principal, Elementary School Principal, Middle School Principal, High School Administrative Principal, High School Instructional Principal, Career/Technical Education Principal, Career Center/Transition Supervisor, Special Needs Principal, Curriculum and Media Services Supervisor, and the Physical Education Supervisor. IMT is the instructional leadership team, and the members meet twice a month.

Each department in the Division of Instruction has a weekly faculty meeting and planned staff development days. Principals, supervisors and teacher specialists are responsible for planning for these days. For details about a specific department, please contact the department supervisor.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	11	6	4
1st	17	12	11
2nd	13	23	18
3rd	19	15	26
4th	22	21	13
5th	32	24	20
6th	31	31	31
7th	30	37	45
8th	30	34	40
9th	54	42	38
10th	49	56	46
11th	51	62	60
12th	50	41	55

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Class Size

CSD makes an effort to follow the recommendations made by the California Department of Education. The recommendations are as follows:
 Preschool 4-6 students per class
 Multihandicapped 4-6 students per class
 Elementary (5-9yrs) 4-8 students per class

Elementary (over 9 yrs) 6-8 students per class
 Middle/High School 8-10 students per class
 These recommendations are printed in *Communication Access and Quality Education for Deaf/HH Children – The Report of the California Deaf/HH Education Advisory Task Force*.

CSD does not meet this guideline in some classes because they are larger than recommended.

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	05	06	07	05	06	07	05	06	07	05	06	07
By Grade Level												
K	5	5	5	2	1	1	-	-	-	-	-	-
1st	5	6	5	3	2	2	-	-	-	-	-	-
2nd	7	6	5	2	3	3	-	-	-	-	-	-
3rd	8	8	6	2	2	3	-	-	-	-	-	-
4th	7	6	5	3	3	2	-	-	-	-	-	-
5th	8	6	6	6	3	3	-	-	-	-	-	-
K-3	5	5	3	3	3	3	-	-	-	-	-	-
By Subject Area												
English	7	8	7	95	85	86	-	-	-	-	-	-
Mathematics	7	8	7	49	46	49	-	-	-	-	-	-
Science	7	8	7	19	19	25	-	-	-	-	-	-
Social Science	8	7	7	37	55	55	-	-	-	-	-	-

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (that is, the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. The total number includes school and residential program suspensions for Elementary, Middle School, High School and Special Needs students.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	68	110	85	68	110	0
Suspension Rate	16.6%	27.2%	20.9%	16.6%	27.2%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Dropout & Graduation Rates

Data is reported regarding progress toward reducing dropout* rates over the most recent three-year period for which data is available. Data includes grades 9 through 12 enrollment, the number of dropouts and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of High School graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

*For CSD, the term dropout refers to students who attended school during their senior year and did not complete their graduation requirements. Students in grades K-11 who withdrew from CSD either return to their local school districts or move out of state are not considered dropouts.

College Entrance Information

California high school students have two options for attending public universities within the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools.

A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system.

Note: Typically, CSD graduates enroll in Gallaudet University, Rochester Institute of Technology or the National Technical Institute for the Deaf, where there is a large Deaf population.

College Admission Test Preparation Program

Our school offers a complete college admission test preparation program. Parents and students receive information that includes:

- Registration information for both the SAT & ACT, along with an explanation of the purpose of the tests.
- How to request special accommodations for deaf students.
- Registration information for *Explore Your Future*, a week-long summer program held in Rochester, NY. Students go through self-assessment tests, personality tests and career/technical education inventories to help guide decisions about their career choices.
- Availability of other college summer programs for both enrichment and to learn more about the college's admission requirements.
- Titles of test preparation booklets that can be found at the students' local libraries.
- How to access on-line practice tests for both the ACT and SAT.
- Encouragement to take the ACT or SAT immediately after completing algebra class, to improve math scores used for admission to colleges. Students can take the tests as early as the 10th grade.
- Contact information for college programs to arrange for placement tests. If appropriate and necessary, colleges send their placement tests to CSD, and the career counselors proctor the tests.
- How the High School Principal and the Outcomes Specialist can assist in preparing students for the Advanced Placement Tests.

UC/CSU Course Completion

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU)

Admission data reported is the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses.

UC/CSU Course Enrollment

% of Student Enrollment in Courses Required for UC/CSU Admission *	% of Graduates Who Completed All Courses Required for UC/CSU Admission
9.7%	0.0%

* Duplicated Count (one student can be enrolled in several courses).

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Admission data reported is the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

*Typically, CSD graduates enroll in Gallaudet University, Rochester Institute of Technology or the National Technical Institute for the Deaf, where there is a large Deaf population.

Advanced Placement Classes

California School for the Deaf encourages students to continue their education past high school. California School for the Deaf offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2006-07, nine students participated in taking the exams. Of the nine students, one student scored a "three" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	11
Mathematics	1	2
Totals	2	13
Percent of Students in AP Courses		3.2%

Career Technical Education Programs and Participation

CSD offers extensive career preparation and transition services to students. Courses are developed to meet the academic and industry standards provided by the California Department of Education. Successful completion of CTE coursework is part of CSD's graduation requirements. Students also take a freshman Career Awareness and Study Skills class and a Senior Seminar that teach career clusters and assist students in developing resumes and portfolios that students may use during job interviews. Students are offered opportunities to participate in School-to-Career pathways during which CTE teachers prepare students for particular occupations. Each program visits businesses within their career cluster. Students are given the opportunity to relate classroom experiences to a variety of job fields. Classroom research on career fields is observed in real time through visits to corporate/business workplaces.

Through class work and clubs, students take on leadership roles and work in teams. The teacher and students assess the quality and productivity of student leaders and team members in order to prepare them for the work force.

Career Center

The Career Center provides career awareness services, academic counseling, transition counseling, development of the IEP/ITP to drive transition plans, senior portfolio refinement, on- and off-campus work and access to college recruiters. A job coach from the Department of Rehabilitation works on campus to assist juniors and seniors with their career goals. The program also offers follow-up transition services in the hometown of each graduate for a period of two years.

The Career Center assists students in all aspects and in every step of the job search and job placement process:

- Role play mock interviews until students have the confidence to do it in a real situation
- Interpret for students and instruct them on how to do job search phone calls, make job site visits and pick up job applications

- Accompany students to job site visits and to pick up job applications
- Instruct students on using the Internet to do job searches
- Take students on field trips to job hiring fairs
- Accompany students on job interviews
- Provide job coaches during job training and orientation after job placement
- Conduct regular visitations to job sites to assist students in problem solving and with their communication needs
- Provide consistent feedback to students about their work performance by doing regular observations and job evaluations
- Provide interpreters for meetings with employers
- Supervisors and students give constructive feedback about work performance
- Student achievement is monitored by use of the BOSS rating scales. Long-range success is monitored by graduate follow-up studies.

Career Technical Education Participation

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	198
What percent of the school's pupils complete a CTE program and earn a high school diploma?	88.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	25.0

During the students' junior year in high school, the majority of students become clients of the Department of Rehabilitation. Special Needs students who have additional disabilities may be clients of either Regional Center and/or the Department of Rehabilitation depending on their abilities. Although these students are not eligible to receive a high school diploma, they do participate in CTE classes.

Completion of High School Graduation Requirements

For students who began the 2006-07 school year in the 12th grade, 96% percent met all state and local graduation requirements for grade 12 completion. Of the graduates who received diplomas, 46% passed both portions of the CAHSEE, and 54% received a state exemption from the CAHSEE requirement.

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools needed to pass the California High School Exit Examination (CAHSEE) to receive a High School diploma. The School Accountability Report Card reports the percent of students completing grade 12 who successfully completed the CAHSEE.

CSD Disaggregated Passing Rate for 2006-07

- 46% of seniors passed both sections of the CAHSEE.
- 17% of seniors passed one section of the CAHSEE.
- 37% of seniors passed neither section of the CAHSEE.

California Education Code (EC) Section 60852.4 provided a one-year exemption of the requirement to pass the CAHSEE for certain students with disabilities in the class of 2007 provided they meet all other high school graduation requirements.

CSD is committed to raising the standards for all students and assisting them in reaching their maximum potential and has instituted many activities to prepare students for the CAHSEE. Preparing students for post-secondary programs and employment is the heart of the program.

Having one test determine whether or not a student will receive a diploma is an unfair measure of achievement for our students. A High School diploma is required for most employment. With a one-diploma system, more doors to employment are being closed. CSD is committed to providing a quality academic and career/technical education program to meet the needs of all students.

For information concerning ASL acquisition and CAHSEE passing rates, please see the CSD 2005-2006 SARC report, located on our website. Additional data for 2007-08 will be available in the dynamic SARC report of 2008-09.

Local Assessments: Gates-MacGinitie

In addition to state-mandated testing, CSD shares our school assessment results and teacher reports at IEP meetings and at parent conferences. This information provides parents with a better picture of their child's functioning level.

Gates-MacGinitie Reading Test

This test was chosen by CSD because administrators, teacher specialists, and teachers believe it provides a more accurate measure of student reading ability than other standardized tests they have used. Test levels 1 through 12 do not have auditory-based test items that discriminate against Deaf students. The test information provided is also helpful to the teachers as they have access to the types of questions asked and can analyze where the students in their class are having difficulty.

CSD considers all students to be bilingual learners, with ASL as their first language, and English (or their primary home language) as their second language. Many middle and high school students took tests at their instructional reading level, which is often below their grade level. Gates-MacGinitie reports include Extended Scale Scores (ESS) that show incremental annual progress in students' reading skills. Grade equivalent (GE) scores can be used for students who read at grade level.

CSD tracks individual growth and reports progress during our annual IEP meetings. The following chart shows the percentage of students per grade level whose ESS increased from one year to the next. The majority of the students demonstrated improvement.

California Standards Test

The California Standards Test (CST), a component of the Standardized Testing and Reporting (STAR) Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels:

- Advanced (exceeds state standards)
- Proficient (meets standards)
- Basic (approaching standards)
- Below Basic (below standards)
- Far Below Basic (well below standards)

The chart shows the combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science for the most recent three-year period. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science.

Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA).

Detailed information regarding CST and CAPA results for each grade and proficiency level can be found on the CDE website or by speaking with the school principal. In 2006, the CDE mandated that students were not allowed to take tests below their grade placement. As indicated in the charts below and on pages seven (7) and eight (8), statistics reflect that many students were unable to access the test content.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math			Science											
	2			3			4			5			2			3			4			5					
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
All Students																											
School	7	0	0	0	7	0	0	0	27	14	0	6	21	10	12	13	27	15	5	37	27	10	0	6	* 0 0		
District	7	0	0	0	7	0	0	0	27	14	0	6	21	10	12	13	27	15	5	37	27	10	0	6	* 0 0		
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Socioeconomically Disadvantaged																											
School	7	0	0	0	7	0	0	0	27	14	0	6	21	11	12	13	29	15	5	38	27	10	0	6	* 0 0		
District	7	0	0	0	7	0	0	0	27	14	0	6	21	11	12	13	29	15	5	37	27	10	0	6	* 0 0		
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Students with Disabilities																											
School	7	0	0	0	7	0	0	0	27	14	0	6	21	10	12	13	27	15	5	38	27	10	0	6	* 0 0		
District	7	0	0	0	7	0	0	0	27	14	0	6	21	10	12	13	27	15	5	37	27	10	0	6	* 0 0		
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
English Learners																											
School	7	0	0	0	7	0	0	0	*	14	0	0	21	10	12	13	27	15	5	38	*	10	0	7	* 0 0		
District	7	0	0	0	7	0	0	0	0	14	0	0	21	10	12	13	27	15	5	37	0	10	0	7	* 0 0		
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Throughout the history of administering the STAR tests, data has been based upon students being administered inappropriate tests to measure their performance and progress. As a school, CSD has struggled with the implications of this system. The results are not an accurate performance indicator for our school. Parents retain the right to write a letter exempting their child from participation in the STAR testing.

Caution must also be used when comparing percentages, as the numbers of scores reported are too small for meaningful statistical analysis.

NOTE:

Despite the poor achievement test performance of the majority of Deaf children throughout the state of California, CSD staff believes that data reported from the California Standards Tests do not accurately reflect the conceptual knowledge Deaf students possess. The test is given in their second or third language, and the statistical sample is so small as to make comparing percentages from one class to the next an unlikely source of reliable information.

Data Sources

Data within the SARC was provided by California School for the Deaf (State Special School District), retrieved from the 2006-07 SARC template and/or located on Dataquest (<http://data1.ede.ca.gov/dataquest>). Dataquest is a search engine maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing and student misconduct/intervention.



Academic Performance Index

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a school wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socio-economically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE website or by speaking with the school principal.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	English/Language Arts						Math			Science		Social Science			
	6		7		8		6		7	8		8			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
School	0	14	0	19	0	12	9	18	0	0	5	0	8	3	9
District	0	14	0	19	0	12	9	18	0	0	5	0	8	3	9
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39
Males															
School	0	0	*	15	0	5	*	14	0	0	0	*	0	7	10
District	0	0	0	15	0	5	*	14	0	0	0	0	0	7	10
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39
Females															
School	0	*	0	23	0	21	8	23	0	0	*	0	15	0	7
District	0	0	0	23	0	21	8	23	0	0	0	0	16	0	7
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38
Socioeconomically Disadvantaged															
School	0	15	0	19	0	11	9	19	0	0	5	0	8	3	9
District	0	15	0	19	0	12	9	18	0	0	5	0	8	3	9
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27
Hispanic															
School	*	*	0	*	0	*	*	9	0	*	*	0	*	0	*
District	*	0	0	*	0	0	*	9	0	*	0	0	*	0	0
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27
Caucasian															
School	0	*	*	25	0	21	14	*	0	0	*	0	17	8	15
District	0	0	0	25	0	21	14	0	0	0	0	0	16	8	15
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54
Students with Disabilities															
School	0	14	0	19	0	11	9	19	0	0	5	0	8	3	9
District	0	14	0	19	0	12	9	18	0	0	5	0	8	3	9
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9
English Learners															
School	0	14	0	19	0	0	9	19	0	0	5	0	8	3	3
District	0	14	0	19	0	0	9	18	0	0	5	0	8	3	3
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API – School wide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

As a reminder, in 2002, parents were allowed to exempt their children from the STAR achievement system through the IEP process. Again, most of the parents who wanted their children to participate in the STAR achievement system had children who were reading at, near or above grade level. Students could be given a test that was up to one grade level below their grade level. As a result, only 78 students took the California Standards Test.



There must be valid STAR test scores for a minimum of 11 students to obtain an API Score. API scores are not created for special education schools and centers, alternative, continuation, community day, court community and opportunity schools serving high-risk student populations.

Physical Fitness

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	-	-	C	
Similar Schools Rank	-	-	C	
All Students				
Actual Growth	-	B	5	476
Socioeconomically Disadvantaged				
Actual Growth	-	-	-	475
African American				
Actual Growth	-	-	-	483
Hispanic				
Actual Growth	-	-	-	411
Caucasian				
Actual Growth	-	-	-	525
Students with Disabilities				
Actual Growth	-	-	-	475
English Learners				
Actual Growth	-	-	-	447

B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

C - Means the school had significant demographic changes and will not have any growth or target information.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	English/Language Arts						Social Science									
	9			10			11			10			11			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
All Students																
School	4	11	16	7	4	5	6	8	2	11	4	9	*	6	2	
District	4	11	16	7	4	5	6	8	2	11	4	9	*	6	2	
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35	
Males																
School	8	11	6	4	8	6	0	4	0	8	8	11	*	12	5	
District	8	11	6	4	8	6	0	4	0	8	8	11	*	12	5	
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37	
Females																
School	0	11	27	11	0	5	14	14	4	16	0	6	*	0	0	
District	0	11	27	11	0	5	14	14	4	16	0	6	*	0	0	
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33	
Socioeconomically Disadvantaged																
School	5	12	16	7	5	6	6	8	2	11	4	9	*	6	2	
District	4	12	16	7	5	6	6	8	2	11	4	9	*	6	2	
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22	
African American																
School	0	*	*	*	0	*	*	*	0	*	0	*	*	*	0	
District	0	0	0	*	0	0	*	0	0	*	0	0	*	0	0	
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19	
Hispanic																
School	*	*	8	0	0	*	0	0	7	0	0	*	*	0	0	
District	*	0	8	0	0	0	0	0	7	0	0	0	*	0	0	
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22	
Caucasian																
School	11	16	*	13	10	9	20	11	0	19	11	14	*	6	6	
District	10	16	0	13	10	9	20	11	0	19	11	14	*	6	6	
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48	
Students with Disabilities																
School	5	11	16	7	4	6	6	8	2	11	4	9	*	6	2	
District	4	11	16	7	4	6	6	8	2	11	4	9	*	6	2	
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9	
English Learners																
School	5	11	8	7	4	0	6	8	0	11	4	0	*	6	0	
District	4	11	8	7	4	0	6	8	0	11	4	0	*	6	0	
State	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

In the spring of each year, California School for the Deaf is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The Physical Education Department uses this information to make program modifications and to make students aware of fitness concerns.

The numbers on the chart reflect the number of students that met the healthy fitness zone for all six fitness criteria.

Percentage of Students in Healthy Fitness Zone

2006-07 Test Results

	5th Grade	7th Grade	9th Grade
School			
School Overall	31.6%	8.6%	*
School (Boys)	*	25.0%	*
School (Girls)	*	25.0%	*
District			
District Overall	N/A	N/A	N/A
District (Boys)	N/A	N/A	N/A
District (Girls)	N/A	N/A	N/A
State			
State Overall	24.6%	29.4%	29.3%
State (Boys)	22.4%	27.2%	30.1%
State (Girls)	26.9%	31.8%	28.4%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Most of our students met three or more of the six fitness criteria: 94.7% of the 5th graders; 97.1% of the 7th graders; and 92.5% of the 9th graders.

Detailed information regarding the California Physical Fitness Test can be found at the California Department of Education Web site at <http://www.cde.ca.gov>.

California Achievement Test (CAT-6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT) that indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven.

Students in grades three and seven were tested in reading, language, spelling and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Detailed information regarding results for each grade level can be found at the CDE website or by speaking with the school principal.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools)

Results of school performance are displayed in the chart.

NOTE: CSD is not a school district. Students are referred to CSD from their Local Education Agencies.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading						Math					
	3			7			3			7		
	05	06	07	05	06	07	05	06	07	05	06	07
All Students												
School	*	7	0	*	3	11	*	13	20	*	6	11
District	*	7	0	*	3	11	*	13	20	*	6	11
State	36	37	38	46	46	47	55	55	56	49	50	47
Males												
School	*	*	*	*	0	5	*	*	*	*	0	5
Females												
School	*	*	*	*	6	21	*	*	*	*	11	21
Socioeconomically Disadvantaged												
School	*	7	0	*	3	11	*	14	20	*	6	11
Hispanic												
School	*	*	*	*	0	*	*	*	*	*	0	*
Caucasian												
School	*	*	*	*	0	21	*	*	*	*	15	21
Students with Disabilities												
School	*	7	0	*	3	11	*	13	20	*	6	11
English Learners												
School	*	7	0	*	3	0	*	13	20	*	6	0

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Math	English - Language Arts	Math
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Math	English - Language Arts	Math
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Information about PI, including a list of all PI schools and districts, can be found at the CDE website or by contacting the appropriate principal.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Note: CSD does not receive Title 1 funds. CSD is not a school district. Students are referred to CSD from their Local Education Agencies.

Curriculum Development

Curriculum development in the California School for the Deaf is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with the state standards, district goals and the statewide assessment program.

CSD also develops additional curriculum designed to teach American Sign Language as a first language.

Counseling & Support Staff

It is the goal of California School for the Deaf to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at California School for the Deaf.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	12	11.27
Librarian/library media teacher	1	1.00
Other student support services	7	7.00
Psychologist	2	2.00
School nurse	6	6.00

Career Counselors

Data reported is in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per career counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Career Counselors (FTE) Ratio of Students per Career Counselor

9th/10th Grade Counselor 89:1
 11th/12th Grade Counselor 54:1
 12th Grade Counselor 32:1

* Career Counselors who work with juniors and seniors have more intensive transition planning responsibilities.

School Facilities

California School for the Deaf was originally constructed in 1980 and is comprised of a number of classrooms, gymnasiums, student activity centers, administration buildings, cafeterias, computer labs, residential cottages, a student health center, a library and a playground.

Recent construction included a new Pupil Personnel Services building. The Elementary School building is currently undergoing extensive remodeling.

School Facility Conditions

Date of Last Inspection: 6/3/2008

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

The school has daily custodial staff to ensure that the school is maintained to provide for a clean and safe school.

Maintenance and Repair

The maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

The school participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist schools with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting and floor systems.

For the 2006-07 school year the state allocated \$1.7M for the deferred maintenance program. This represents .005% of the state's general fund budget.

Safe School Plan

Safety of students and staff is a primary concern of the California School for the Deaf. The school is always in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards.



The School Site Safety plan was last reviewed and updated in June, 2007, by the School Safety Committee. This committee is comprised of administrators, teachers, residential supervisors and counselors, pupil personnel services staff and support services staff. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster:

- Fire and disaster drills are conducted on a monthly basis throughout the school year.
- Lockdown drills are held as needed.

Students are supervised before and after school, and during lunch and break periods by classified staff. There is a designated area for student drop off and pick up.

Visitor Policy

All visitors to California School for the Deaf should have an appointment before arriving on campus. All guests are required to begin their visit by reporting to the front desk of the Administration Building. A visitor's badge is issued and must be worn at all times while on campus.

General campus tours are given on the first Wednesday of most months. Please visit the Outreach Division website for schedules and tour information.

There is one day each year when the general public is welcomed to our campus without an appointment or for a scheduled tour. Our annual Open House is held each year in November. We welcome all visitors to come see what we are all about.

Instructional Materials

The textbooks and other instructional materials used in the school are standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12). These materials are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science and history-social science.

For kindergarten and grades 1 through 8, a description of any supplemental curriculum adopted by the school is included. An explanation for the use of any non-adopted textbooks or instructional materials is also provided.

Curriculum and Media Services (CAMS) has developed an extensive list of the textbooks used by teachers in the classrooms. Our textbooks are state-adopted and current. Instructional materials range from authentic literature to leveled books. Materials used match student ability and instructional level. Contact the CAMS Supervisor for more information.

The following list shows the core curriculum areas and the percentage of students who are lacking instructional materials. The key is as follows:

CORE AREA: The core curriculum area
AVAILABILITY: The availability of sufficient textbooks and instructional materials
PERCENT LACK: The percent of pupils who lack sufficient textbooks and instructional materials.

CORE AREA: Reading/Language Arts

AVAILABILITY: Every student is provided with standards-aligned textbooks and recommended literature. Middle School and High School English learners follow the ELD standards and use state adopted curricula along with leveled texts or adapted novels.

PERCENT LACK: 0%

CORE AREA: Mathematics

AVAILABILITY: Every student is provided with standards-aligned textbooks.

PERCENT LACK: 0%

CORE AREA: Science

AVAILABILITY: Every student is provided with standards-aligned textbooks.

PERCENT LACK: 0%

CORE AREA: History-Social Science

AVAILABILITY: Every student is provided with standards-aligned textbooks.

PERCENT LACK: 0%

CORE AREA: Foreign Language

AVAILABILITY: Freshmen and sophomores are provided with ASL (as a second language) textbooks.

PERCENT LACK: 0%

CORE AREA: Health

AVAILABILITY: K-8 students are provided with health-related handouts in their PE classes. Every freshman is provided with standards-aligned textbooks.

PERCENT LACK: 0%

CORE AREA: Science Laboratory Equipment (grades 9-12)

AVAILABILITY: Our science laboratory is well equipped with digital thermometers, digital microscopes, laptop computers with probes, hot plates and beakers as well as other basic equipment for the lab.

PERCENT LACK: 0%

CORE AREA: Special Needs Classes

AVAILABILITY: Teachers follow the Alternate Curriculum guide that was developed by the Special Education Administrators of County Offices (SEACO). This guide is based on the state standards. Developmentally appropriate instructional materials are provided to students.

PERCENT LACK: 0%

Additional Internet Access/Public Libraries

The school's library, staffed by a full-time Librarian and part-time Student Assistant, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes. Nine computer workstations within the library are connected to the Internet so students are able to access resources and information online.

For additional research materials and Internet availability, students are encouraged to visit the public library located in their home town.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers and Bunsen burners. For more information, please contact the appropriate school office.

Teacher Assignment

California School for the Deaf recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, California School for the Deaf had 81 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	83	83	81	81
Without Full Credentials	3	5	11	11
Working Outside Subject	0	0	0	



Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	59.9%	40.1%
District	60.0%	40.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Staff Development

As part of the growth process, opportunities for training and staff development are provided to administrators, teachers, and classified staff.

The following training is required for Certificated and Student Life staff:

- Defensive Driving
- Blood borne pathogens
- Crisis Prevention Institute (CPI)
- Child Abuse reporting procedures
- Emergency Response Training

Certificated staff participate in professional growth activities during staff development days, school wide faculty meetings and weekly department meetings.

Curriculum days are designated for most subject areas to provide time for teachers to collaborate, assess student work and set goals. The teacher specialists, principals and lead teachers plan the content of the work to be done based on student needs, professional growth and progress toward meeting the State standards.

Training is provided by State personnel, experts in the field of Deaf education, principals, subject-area experts and staff members such as teacher specialists, assessment specialists, teachers, and mental health specialists to meet our accreditation goals. The instructional leaders determine training needs after receiving feedback from faculty, compiling data from observations and responding to legal mandates. In addition, some departments have grade-level meetings, subject area meetings and team meetings. Teachers' professional growth is a top priority for CSD.

Certificated staff from the Division of Instruction attended training on:

- Individual Education Planning
- CAEBER/AEBPD (ASL/English Bilingual Professional Development Program)
- Achievement Testing (STAR, Gates-MacGinitie, CAHSEE and interpreting results)
- Professional Ethics
- Nonviolent Crisis Prevention Institute training (annual or biennial basis)
- Effective Second Language Acquisition
- California Standards for the Teaching Profession

For staff development details for a specific department, please contact the department supervisor. Additional data can also be found in the CSD 2005-2006 SARC report, located on our website.

Parent Involvement

Parent involvement is both a high priority and a challenge for CSD. Maintaining relations with families, especially with those who live far away, is of utmost importance to CSD, and staff make a concerted effort to maintain frequent contact with families in order to involve them in their children's education. CSD staff use a variety of means to communicate with all families and encourage families to take an active role in their children's education. Instructional departments have an open-door policy with parents, who are welcome to drop in at any time.

Parents are asked to contact their child's department in advance and check in prior to entering classes and cottages.

Parents are encouraged to participate in parent-teacher conferences (held annually), triennial and annual IEP meetings, and school-sponsored events.

Association of Parents, Teachers and Counselors

The Association of Parents, Teachers, and Counselors (APTC) promotes family involvement by sponsoring fundraising events and program activities. The APTC also provides scholarships to students, financial support to student organizations, and programs and financial assistance to enable parents to attend conferences related to Deaf education. APTC has an annual tradition of providing the Valedictorian and Salutatorian with academic stoles and the graduates with graduation cords. In addition, APTC sponsors staff appreciation days by funding special events.

Community Advisory Council

The Community Advisory Council (CAC) meets monthly and includes representative parents, teachers, counselors, CSD staff members, the California Association of the Deaf, parent alumni, CSD alumni and the CSD Superintendent. The purpose of CAC is to assist the school in bringing about the cooperation and coordination of community resources within the geographical area served by CSD. The Council was established because of CSD's commitment to parent and community involvement. The CAC advises the school administration and makes recommendations about programs and parent education needs; advocates for Deaf children in local, state and national organizations, agencies and government; encourages community involvement in CSD; and facilitates communication among the school, parents, and the school community.

Student Advisory Council

The Superintendent meets with a Student Advisory Council to learn about student issues and receive feedback.

Volunteering at CSD

The Outreach Division has a strong volunteer program. Parents can contact the Volunteer Coordinator in the Outreach Division to volunteer their time and services.

Agenda Books

Parents can keep track of their child's daily and long term assignments by checking their child's Agenda Book. All students receive Agenda Books to record their daily assignments. There is a section on each page for parents, teachers or cottage counselors to exchange correspondence.

For more information on parental involvement in a specific department, please contact the department supervisor.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school. Teachers' monthly salaries include \$100.00 in bilingual pay and \$700.00 for recruitment and retention.

Note: CSD is not a school district. Students are referred to CSD from their Local Education Agencies.

Average Teacher Salaries	
School & District	
School	\$65,848
District	
Percentage of Variation	0%
School & State	
Percentage of Variation	0%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size.



