



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 current 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

The California School for the Deaf (CSD) is a bilingual and multicultural program that emphasizes full proficiency in American Sign Language (ASL) and English, literacy, content standards and core curriculum, transition services, and a host of extracurricular activities. Use of American Sign Language assures deaf and hard-of-hearing children have unlimited access to our comprehensive academic program, support services, and leadership opportunities. Our ASL/English Professional Development (AEBPD) training provides teachers and staff the tools they need to promote language development and literacy within an environment that meets the needs of Deaf learners. Visual support, along with an emphasis on technology, is a key element of this training. Classrooms are equipped with SMART Boards and computer labs have been established to allow students continuous visual access to ASL and English.

Most Deaf students enter our school at a later age with delayed language. 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 parents who use ASL at home and also promote a literacy rich environment during those early years tend to become successful in both languages.

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 many 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, teacher-made tests and results from three-year assessments. In addition, teachers in all departments develop rubrics to assess student mastery of learning objectives.

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) 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 and 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 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 high-tech industries. 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 full six-year term of accreditation 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 this program while 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 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, attend 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.

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 may 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.

Student Enrollment by Ethnic Group

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	
2007-08	
	Percentage
African American	13.5%
American Indian	1.2%
Asian	6.7%
Caucasian	44.3%
Filipino	2.7%
Hispanic or Latino	30.8%
Pacific Islander	0.2%
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 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 goals.

The **Instructional Management Team (IMT)** is composed of the following administrators and supervisors: Director of Instruction, Early Childhood Education 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/Communications Supervisor, and the Physical Education Supervisor. IMT members meet twice a month to address supervisory, instructional, and management priorities.

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 By Grade

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

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	6	4	-
1st	12	11	11
2nd	23	18	15
3rd	15	26	25
4th	21	13	27
5th	24	20	18
6th	31	31	29
7th	37	45	41
8th	34	40	43
9th	42	38	46
10th	56	46	40
11th	62	60	55
12th	41	55	56

Class Size

CSD makes an effort to follow the recommendations made by the California Department of Education. 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*. The recommendations are as follows:

Preschool	4-6 students per class
Multihandicapped	4-6 students per class
Elementary (5-9 yrs)	4-8 students per class
Elementary (over 9 yrs)	6-8 students per class
Middle/High School	8-10 students per class

Class Size Distribution

	Average Class Size		Classrooms Containing:									
	06	07	1-20 Students			21-32 Students			33+ Students			
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
K	5	5	4	1	1	3	-	-	-	-	-	-
1	6	5	6	2	2	2	-	-	-	-	-	-
2	6	5	7	3	3	2	-	-	-	-	-	-
3	8	6	6	2	3	4	-	-	-	-	-	-
4	6	5	6	3	2	3	-	-	-	-	-	-
5	6	6	8	3	3	2	-	-	-	-	-	-
K-3	5	3	5	3	3	3	-	-	-	-	-	-
By Subject Area												
English	8	7	7	85	86	90	-	-	-	-	-	-
Mathematics	8	7	7	46	49	49	-	-	-	-	-	-
Science	8	7	7	19	25	25	-	-	-	-	-	-
Social Science	7	7	8	55	55	59	-	-	-	-	-	-

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	110	85	124	110	0	0
Suspension Rate	27.2%	20.9%	30.5%	27.2%	0.0%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

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. This affects the graduation rates reported in the chart below. This graduation rate also fails to reflect students who did not graduate due to not passing the California High School Exit Exam (CAHSEE).**

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.49%	0.00%	1.50%
Graduation Rate	97.60%	100.00%	95.60%

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.

CSD offers a full college preparatory high school program that includes the A-G requirements.

Typically, CSD graduates enroll in Gallaudet University, Rochester Institute of Technology (RIT), the National Technical Institute for the Deaf (NTID), or California State University at Northridge, where there are large Deaf populations.

College Admission Test Preparation Program

In addition to Advanced Placement courses and exams for students interested in receiving college credit while still in high school, 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 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.
- 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.

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.

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU)

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.

Number of Graduates: 46

Number of Graduates Who Have Completed All Courses Required for UC and/or CSU Admission: 0*

Percent of Graduates Who Have Completed All Courses Required for UC and/or CSU Admission: 0.0

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	23.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

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

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 2007-2008 school year, four students participated in taking the exams. Of the four students, one student scored a "three" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	24
Mathematics	1	2
Totals	2	26
Percent of Students in AP Courses		1.0%

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 teaches career clusters and assist students in developing career goals. Students are given the opportunity to relate classroom experiences to a variety of job fields. Classroom research on careers 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.

Current programs include: food service and preparation, construction technology, woodworking technology, business office technology, auto body repair, graphic arts and design, and elective visual arts courses.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs, 8th -12th grade.

Career Center

The Career Center offers but is not limited to career development services such as career counseling, job placement, on-campus work experience, career exploration, individual transition activities, job coaching, interpreting, senior seminar and transition services. The career center offers transitional assistance to parents and students up to two years after they graduate. The Work Readiness Program is a new addition to the career center services. Now that CSD students must pass the CAHSEE in order to obtain a diploma, the California School for the Deaf has established a new program to serve students who have not passed the exam. The Work Readiness Program (WRP) was established to address two very vital issues: Deaf students leaving high school without a high school diploma and Deaf students who lack adequate transition skills to become contributing members of the community.

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

- Conduct mock interviews until students have the confidence to perform in real situations
- 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 communication
- Provide consistent feedback to students about their work performance by doing regular observations and job evaluations
- Provide interpreters for meetings with employers
- Give constructive feedback about work performance
- Monitor achievement through the use of the BOSS rating scales.
- Monitor long-range success through graduate follow-up studies

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. Although Special Needs 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 2007-08 school year in the 12th grade, 31% percent met all state and local graduation requirements for grade 12 completion including passage of both parts of the CAHSEE.

California High School Exit Exam (CAHSEE)

Note about assessment results:

CSD is committed to raising the standards for all students and assisting them in reaching proficiency in all subjects. Several factors need to be considered when reviewing data from standardized tests:

- CSD serves a varied population of students. Students come from various school districts, language backgrounds, academic levels, grades, and ages.
- As a general trend, students whose parents signed to them from an early age perform better on standardized tests taken in English. School statistics show that the majority of students who enter CSD from early childhood pass the high school exit exam.
- Core courses are offered at all achievement levels based on the IEP needs of the students. The state testing program, however, requires all students to take the tests written for their grade. The scores of students performing near grade level may be an accurate reflection of their knowledge and skills. Students with delayed reading and writing are not able to read the tests which lower their scores in every subject regardless of their actual knowledge. As the national average reading level for deaf readers is approximately the third grade, this problem affects many students at CSD and in other programs serving deaf children.
- The majority of deaf and hard of hearing children with strong ASL skills obtain English and reading skills significantly higher than the average. It is normal in bilingual programs, however, to see a five to seven year gap between the first language and the second language. A large leap in second language use and therefore test scores often happens as children with a strong first language move up through the grades.

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 2007-2008

For this school year, 45 seniors were eligible to take CAHSEE. Of these:

- Approximately 31% of seniors passed both sections of the CAHSEE.
- Approximately 27% of seniors passed one section of the CAHSEE.
- Approximately 40% of seniors passed neither section of the CAHSEE.

Of our 38 11th graders eligible to take CAHSEE:

- Approximately 42% passed both sections of the CAHSEE.
- Approximately 31.5% passed one section of the CAHSEE.
- Approximately 21% passed neither section of the CAHSEE.

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?	225
What percent of the school's pupils complete a CTE program and earn a high school diploma?	28.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	17.8

Of our 38 10th graders eligible to take CAHSEE:

- Approximately 26.3% passed both sections of the CAHSEE.
- Approximately 28.9% passed one section of the CAHSEE.
- Approximately 44.7% passed neither section of the CAHSEE.

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.

This chart shows the percent of students who took the test on grade level and achieved grade equivalent scores that met or exceeded the school standard.

The Gates-McGinitie test can be given at the students' current reading levels. The 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.

This chart does not include students who were new to the school that year, as they did not have comparison scores.

	Grade Level Total Reading %		
	2005-06	2006-07	2007-08
2nd	36	35	72
3rd	31	31	05
4th	10	17	33
5th	23	11	11
6th	04	26	12
7th	22	03	14
8th	12	17	2.6
9th	02	15	16
10th	14	08	15
11th	14	17	08
12th	13	13	19



	Grade Level ESS Increase %		
	2005-06	2006-07	2007-08
2nd	88	55	50
3rd	92	82	94
4th	81	80	90
5th	95	84	94
6th	68	85	88
7th	74	82	86
8th	72	91	83
9th	73	78	75
10th	70	58	64
11th	69	68	79
12th	33	73	69

California Standards Test

Note about assessment results:

CSD is committed to raising the standards for all students and assisting them in reaching proficiency in all subjects. Several factors need to be considered when reviewing data from standardized tests:

- CSD serves a varied population of students. Students come from various school districts, language backgrounds, academic levels, grades, and ages.
- As a general trend, students whose parents signed to them from an early age perform better on standardized tests taken in English. School statistics show that the majority of students who enter CSD from early childhood pass the high school exit exam.

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			5					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																														
School	0	0	0	7	0	0	0	27	5	0	6	23	10	12	0	27	15	19	37	27	19	0	6	31	0	0	31	0	0	31
District	0	0	0	7	0	0	0	27	5	0	6	23	10	12	0	27	15	19	37	27	19	0	6	31	0	0	31	0	0	31
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46	32	37	46
Socioeconomically Disadvantaged																														
School	0	0	0	7	0	0	0	27	5	0	6	23	11	12	0	29	15	19	38	27	19	0	6	31	0	0	31	0	0	31
District	0	0	0	7	0	0	0	27	5	0	6	23	11	12	0	29	15	19	37	27	19	0	6	31	0	0	31	0	0	31
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32	18	22	32
Students with Disabilities																														
School	0	0	0	7	0	0	0	27	5	0	6	23	10	12	0	27	15	19	38	27	19	0	6	31	0	0	31	0	0	31
District	0	0	0	7	0	0	0	27	5	0	6	23	10	12	0	27	15	19	37	27	19	0	6	31	0	0	31	0	0	31
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26	14	16	26
English Learners																														
School	0	0	0	7	0	0	0	*	5	0	0	*	10	12	0	27	15	19	38	*	19	0	7	*	0	0	*	0	0	*
District	0	0	0	7	0	0	0	0	5	0	0	0	10	12	0	27	15	19	37	0	19	0	7	0	0	0	0	0	0	0
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17	7	11	17

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

- Core courses are offered at all achievement levels based on the IEP needs of the students. The state testing program, however, requires all students to take the tests written for their grade. The scores of students performing near grade level may be an accurate reflection of their knowledge and skills. Students with delayed reading and writing are not able to read the tests which lower their scores in every subject regardless of their actual knowledge. As the national average reading level for deaf readers is approximately the third grade, this problem affects many students at CSD and in other programs serving deaf children.
- The majority of deaf and hard of hearing children with strong ASL skills obtain English and reading skills significantly higher than the average. It is normal in bilingual programs, however, to see a five to seven year gap between the first language and the second language. A large leap in second language use and therefore test scores often happens as children with a strong first language move up through the grades.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts			Math			Science			Social Science											
	6			7			8			8											
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																					
School	14	0	0	0	12	7	18	0	9	5	0	0	3	9	0	11	3	9	15	0	9
District	14	0	0	0	12	7	18	0	9	5	0	0	3	9	0	11	3	9	15	0	9
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	0	*	0	0	5	14	14	0	5	0	*	0	7	10	0	7	6	10	7	0	5
District	0	0	0	0	5	14	14	0	5	0	0	0	7	10	0	7	6	10	7	0	5
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	*	0	0	0	21	0	23	0	14	*	0	0	0	7	0	15	0	7	23	0	14
District	0	0	0	0	21	0	23	0	14	0	0	0	0	7	0	16	0	7	23	0	14
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	15	0	0	0	11	7	19	0	9	5	0	0	3	9	0	11	3	8	15	0	9
District	15	0	0	0	12	7	18	0	9	5	0	0	3	9	0	11	3	9	15	0	9
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Students with Disabilities																					
School	14	0	0	0	11	7	19	0	9	5	0	0	3	9	0	11	3	8	15	0	9
District	14	0	0	0	12	7	18	0	9	5	0	0	3	9	0	11	3	9	15	0	9
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
English Learners																					
School	14	0	0	0	0	0	19	0	0	5	0	0	3	3	0	11	3	3	15	0	0
District	14	0	0	0	0	0	18	0	0	5	0	0	3	3	0	11	3	3	15	0	0
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

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

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).

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Data Sources

Data within the SARC was provided by California School for the Deaf (State Special School District), retrieved from the most current SARC template and/or located on Dataquest (http://data1.cde.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.

Detailed information regarding CST and CAPA results for each grade and proficiency level can be found on the [CDE website](http://www.cde.ca.gov/target=_blank) or by speaking with the school principal.

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 School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	-	C	C	
Similar Schools Rank	-	C	C	
All Students				
Actual Growth	B	5	44	508
Socioeconomically Disadvantaged				
Actual Growth	-	-	-	510
Hispanic or Latino				
Actual Growth	-	-	-	435
Caucasian				
Actual Growth	-	-	-	550
Students with Disabilities				
Actual Growth	-	-	-	508
English Learners				
Actual Growth	-	-	-	483

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.

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

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. 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/ta/tg/pf/>.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Social Science									
	9			10			11			10			11			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
All Students																
School	11	16	5	4	5	16	8	2	0	4	9	6	6	2	0	
District	11	16	5	4	5	16	8	2	0	4	9	6	6	2	0	
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38	
Males																
School	11	6	5	8	6	16	4	0	0	8	11	6	12	5	0	
District	11	6	5	8	6	16	4	0	0	8	11	6	12	5	0	
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40	
Females																
School	11	27	6	0	5	17	14	4	0	0	6	6	0	0	0	
District	11	27	6	0	5	17	14	4	0	0	6	6	0	0	0	
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36	
Socioeconomically Disadvantaged																
School	12	16	5	5	6	16	8	2	0	4	9	6	6	2	0	
District	12	16	5	5	6	16	8	2	0	4	9	6	6	2	0	
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24	
Caucasian																
School	16	*	8	10	9	31	11	0	0	11	14	8	6	6	0	
District	16	0	8	10	9	31	11	0	0	11	14	8	6	6	0	
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51	
Students with Disabilities																
School	11	16	5	4	6	16	8	2	0	4	9	6	6	2	0	
District	11	16	5	4	6	16	8	2	0	4	9	6	6	2	0	
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10	
English Learners																
School	11	8	0	4	0	9	8	0	0	4	0	0	6	0	0	
District	11	8	0	4	0	9	8	0	0	4	0	0	6	0	0	
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7	

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

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](http://www.cde.ca.gov/target=_blank) or by speaking with the school principal.

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

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

	5th Grade	7th Grade	9th Grade
School			
School Overall	23.5%	9.8%	10.3%
School (Boys)	*	15.8%	13.0%
School (Girls)	*	4.5%	6.3%
District			
District Overall	23.5%	9.8%	10.3%
District (Boys)	*	15.8%	13.0%
District (Girls)	*	4.5%	6.3%
State			
State Overall	28.5%	32.9%	35.6%
State (Boys)	25.5%	30.2%	36.7%
State (Girls)	31.6%	35.7%	34.5%

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

California Achievement Test (CAT-6)

CSD is committed to raising the standards for all students and assisting them in reaching proficiency in all subjects. Several factors need to be considered when reviewing data from standardized tests:

- CSD serves a varied population of students. Students come from various school districts, language backgrounds, academic levels, grades, and ages.
- As a general trend, students whose parents signed to them from an early age perform better on standardized tests taken in English. School statistics show that the majority of students who enter CSD from early childhood pass the high school exit exam.
- Core courses are offered at all achievement levels based on the IEP needs of the students. The state testing program, however, requires all students to take the tests written for their grade. The scores of students performing near grade level may be an accurate reflection of their knowledge and skills. Students with delayed reading and writing are not able to read the tests which lower their scores in every subject regardless of their actual knowledge. As the national average reading level for deaf readers is approximately the third grade, this problem affects many students at CSD and in other programs serving deaf children.
- The majority of deaf and hard of hearing children with strong ASL skills obtain English and reading skills significantly higher than the average. It is normal in bilingual programs, however, to see a five to seven year gap between the first language and the second language. A large leap in second language use and therefore test scores often happens as children with a strong first language move up through the grades.

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.

Please note: The California Department of Education has determined that the CAT/6 will not be given in the Spring 2009. Detailed information regarding results for each grade level can be found at the [CDE website](http://star.cde.ca.gov/) or by speaking with the school principal. Please click on the "Data" link below to display the CAT/6 Norm Referenced Test data. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3			7			3			7		
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
School	7	0	5	3	11	9	13	20	14	6	11	6
District	7	0	5	3	11	9	13	20	14	6	11	6
State	37	38	38	46	47	49	55	56	56	50	47	52
Males												
School	*	*	*	0	5	14	*	*	*	0	5	7
Females												
School	*	*	0	6	21	6	*	*	17	11	14	6
Socioeconomically Disadvantaged												
School	7	0	5	3	11	9	14	20	14	6	9	6
Hispanic												
School	*	*	*	0	*	7	*	*		0	*	7
Caucasian												
School	*	*	7	0	21	9	*	*	21	15	14	*
Students with Disabilities												
School	7	0	5	3	11	9	13	20	14	6	9	6
English Learners												
School	7	0	5	3	0	4	13	20	14	6	0	4

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

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.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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 <http://www.cde.ca.gov/> target=_blank>CDE website or by contacting the appropriate principal.

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

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	-
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Curriculum Development

Curriculum development at the California School for the Deaf is based on the California State Content Standards and Frameworks. Curriculum guidelines are updated regularly to align with the state standards, ESLRs, the statewide assessment program, English Language Development standards, and students' IEP goals.

CSD is developing an ASL curriculum with assessment materials to guide and structure the teaching of ASL as a first language.

We use state adopted and state approved textbooks along with a wide variety of instructional materials to meet our students' diverse learning needs.

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.

Career Counselors

CSD employs three full-time career counselors. 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 85:1

*11th/12th Grade Counselor 40:1

*12th Grade Counselor 38:1

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

Other Support Staff

The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, and/or handling peer pressure.

The table lists the support service personnel available at the California School for the Deaf.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	10	8.375
Librarian/library media teacher	1	1.00
Other Support Services	6	5.625
Psychologist	2	2.00
School nurse	6	6.00

School Facilities

The 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 playgrounds. Recent construction includes 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. Highest priority is 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 the spring of 2008, 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](http://www.csdf.k12.ca.us/outreach/resources/tour.htm) 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](http://www.csdf.k12.ca.us/outreach/resources/open-house.htm) is held each year in November. We welcome all visitors.

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](mailto:rzane@csdf-cde.ca.gov) 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.</TD>

PERCENT LACK: 0%

CORE AREA: Mathematics</TD>

AVAILABILITY: Every student is provided with standards-aligned textbooks.</TD>

PERCENT LACK: 0%

CORE AREA: Science</TD>

AVAILABILITY: Every student is provided with standards-aligned textbooks.</TD>

PERCENT LACK: 0%

CORE AREA: History-Social Science</TD>

AVAILABILITY: Every student is provided with standards-aligned textbooks.</TD>

PERCENT LACK: 0%

CORE AREA: Foreign Language</TD>

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

PERCENT LACK: 0%

CORE AREA: Health</TD>

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

PERCENT LACK: 0%

CORE AREA: Science Laboratory Equipment (grades 9-12)</TD>

AVAILABILITY: Our science laboratory is well equipped with digital thermometers, digital microscopes, laptop computers with probes, hot plates and beakers and other basic equipment for lab experiments in chemistry, physics, and biology.</TD>

PERCENT LACK: 0%

CORE AREA: Special Needs Classes</TD>

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.</TD>

PERCENT LACK: 0%

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 office of the school your child attends (Elementary, Middle, or High School).

Additional Internet Access/Public Libraries

The school's library, staffed by a full-time Librarian 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. The Accelerated Reader program is used to motivate students to read independently. For additional research materials and Internet availability, students are encouraged to visit the public library located in their home towns.

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
	05-06	06-07	07-08	07-08
Fully Credentialed	83	81	88	88
Without Full Credentials	5	11	4	4
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.

Note: In this chart, CSD is considered both the school and the district.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	77.8%	22.2%
District	77.8%	22.2%
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

To meet our accreditation goals, 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. 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 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.

Certificated staff from the Division of Instruction have 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.

Parent Involvement

Parent involvement is both a high priority and a challenge for CSD. Although many of our families live far away, our 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 encouraged to visit. 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.

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 the 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

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. For more information, please refer to the Teacher and Administrative Salaries tab.

Average Teacher Salaries	
School & District	
School	___
District	___
Percentage of Variation	___
School & State	
State	___
Percentage of Variation	___

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays salaries for teachers, principals, and superintendents and also displays teacher and administrative salaries as a percent of the districts budget. Detailed information regarding salaries may be found at the CDE Certificated Salaries and Statewide Average Salaries websites.

Please click on the "Data" tab to view salary information for the California School for the Deaf.

Average Salary Information
Teachers - Principal - Superintendent
2006-07

	District	State
Beginning Teachers	\$48,624	\$48,624
Mid-Range Teachers	\$61,908	\$61,908
Highest Teachers	\$79,680	\$79,680
Elementary School Principals	\$74,304	\$74,304
Middle School Principals	\$74,304	\$74,304
High School Principals	\$74,304	\$74,304
Superintendent	\$110,508	\$110,508
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	36.0%
Administrative Salaries	10.0%	10.0%

Expenditures Per Pupil

California School for the Deaf spent an average of \$27,236 to educate each student (based on 2006-07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. The budget supports all programs.

NOTE: CSD is not a school district. Students are referred to CSD from their Local Education Agencies (LEA). The LEA contracts with CSD to provide education and other support services. The chart below does not accurately reflect costs to the LEA and CSD.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-

District Revenue Sources

The California School for the Deaf is a state-funded school.



Contact Information

School Data

California School For The Deaf

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 Fremont, California 94538
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 510-794-2409 fax
 206.110.228.134 IP
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 CDS Code: 01-31617-0131763

SARC Contact: Ms. Laura Peterson

Director of Instruction
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District Data

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 State Special Schools Division
 1430 N. Street, Suite #2305
 Sacramento, California 95814

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 916-327-3850 voice
 916-445-4550 fax
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