

# CALIFORNIA SCHOOL FOR THE DEAF-FREMONT

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Hank Klopping, Superintendent

## 2008-09 School Accountability Report Card

California School For The Deaf

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### **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 2008-2009 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 educated Deaf children from Northern California with distinction for almost 150 years.

The school is located 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 411 students, aged 3 to 22, attended the CSD pre-school through 12th grade and Work Readiness programs during the 2008-2009 academic year. 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, 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 is the number and percent of students in each racial/ethnic category as reported by CBEDS in October 2008.

| Student Enrollment by Ethnic Group |            |
|------------------------------------|------------|
| 2008-09                            |            |
|                                    | Percentage |
| African American                   | 13.1%      |
| American Indian                    | 1.0%       |
| Asian                              | 7.1%       |
| Caucasian                          | 44.3%      |
| Filipino                           | 2.7%       |
| Hispanic or Latino                 | 30.7%      |
| Pacific Islander                   | 0.7%       |
| Multiple or No Response            | 0.5%       |

### 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.

### 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 weekly 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 |         |         |         |
|---------------------------------|---------|---------|---------|
|                                 | 2006-07 | 2007-08 | 2008-09 |
| K                               | 4       | -       | 17      |
| 1st                             | 11      | 11      | 9       |
| 2nd                             | 18      | 15      | 12      |
| 3rd                             | 26      | 25      | 18      |
| 4th                             | 13      | 27      | 21      |
| 5th                             | 20      | 18      | 23      |
| 6th                             | 31      | 29      | 31      |
| 7th                             | 45      | 41      | 30      |
| 8th                             | 40      | 43      | 42      |
| 9th                             | 38      | 46      | 53      |
| 10th                            | 46      | 40      | 44      |
| 11th                            | 60      | 55      | 51      |
| 12th                            | 55      | 56      | 47      |

### SUSPENSIONS AND EXPULSIONS

Data reported is 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.

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

| Suspensions & Expulsions |        |       |       |          |       |       |
|--------------------------|--------|-------|-------|----------|-------|-------|
|                          | School |       |       | District |       |       |
|                          | 06-07  | 07-08 | 08-09 | 06-07    | 07-08 | 08-09 |
| Suspensions              | 85     | 124   | 108   | 0        | 0     | 0     |
| Suspension Rate          | 20.9%  | 30.5% | 27.1% | 0.0%     | 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%  |

## LOCAL ASSESSMENTS: MEASURES OF ACADEMIC PROGRESS (MAP)

In addition to state-mandated testing, CSD provides other assessments that we believe show the abilities of our students. The results of our school assessments and teacher reports are shared at IEP meetings and at parent conferences. This information provides parents with a better picture of their child's functioning level.

### Measures of Academic Progress (MAP)

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. Unlike the state-mandated test, MAP can be given more than once a year and can show growth over time. MAP is a computer-based adaptive test that is aligned with the California Standards. The results can inform our teachers about their students' strengths and challenges and provides data to support instruction.

MAP Reading was implemented for 3-11th graders in the Spring 2009.

CSD tracks individual growth and reports progress during our annual IEP meetings.

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is a nationally-representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced), and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scaled score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the Local Educational Agency or the individual school.

| National Assessment of Educational Progress<br>Reading and Mathematics Results for Grades 4 & 8<br>By Performance Level - All Students |                     |          |                             |            |          |
|--|---------------------|----------|-----------------------------|------------|----------|
|  | Average Scale Score |          | % at Each Achievement Level |            |          |
|  | State               | National | Basic                       | Proficient | Advanced |
| Reading 2007 Grade 4   | 209                 | 220      | 30                          | 18         | 5        |
| Reading 2007 Grade 8   | 251                 | 261      | 41                          | 20         | 2        |
| Math 2009 Grade 4  | 232                 | 239      | 41                          | 25         | 5        |
| Math 2009 Grade 8  | 270                 | 282      | 36                          | 18         | 5        |

| National Assessment of Educational Progress<br>Reading and Mathematics Results for<br>Students with Disabilities (SD) and/or English Language Learners (ELL)<br>By Grades 4 & 8 and Participation Rate - All Students |                    |     |          |     |
|---|--------------------|-----|----------|-----|
|   | Participation Rate |     |          |     |
|   | State              |     | National |     |
|   | SD                 | ELL | SD       | ELL |
| Reading 2007 Grade 4  | 74                 | 93  | 65       | 80  |
| Reading 2007 Grade 8  | 78                 | 92  | 66       | 77  |
| Math 2009 Grade 4   | 79                 | 96  | 84       | 94  |
| Math 2009 Grade 8   | 85                 | 96  | 78       | 92  |

## 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](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.

| API School Results              |       |       |       |                       |
|---------------------------------|-------|-------|-------|-----------------------|
|                                 | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank                  | C     | C     | C     |                       |
| Similar Schools Rank            | C     | C     | C     |                       |
| All Students                    |       |       |       |                       |
| Actual Growth                   | 5     | 44    | -1    | 491                   |
| Socioeconomically Disadvantaged |       |       |       |                       |
| Actual Growth                   | -     | -     | -     | 489                   |
| African American                |       |       |       |                       |
| Actual Growth                   | -     | -     | -     | -                     |
| Hispanic or Latino              |       |       |       |                       |
| Actual Growth                   | -     | -     | -     | 390                   |
| Caucasian                       |       |       |       |                       |
| Actual Growth                   | -     | -     | -     | 545                   |
| Students with Disabilities      |       |       |       |                       |
| Actual Growth                   | -     | -     | -     | 491                   |
| English Learners                |       |       |       |                       |
| Actual Growth                   | -     | -     | -     | 470                   |

*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.

## 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 California 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 lowers 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 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).

| California Standards Test (CST) |        |      |      |          |      |      |       |      |      |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject                         | School |      |      | District |      |      | State |      |      |
|                                 | 2007   | 2008 | 2009 | 2007     | 2008 | 2009 | 2007  | 2008 | 2009 |
| English/Language Arts           | 6      | 18   | 24   | 6        | 18   | 24   | 43    | 46   | 50   |
| Mathematics                     | 5      | 20   | 23   | 5        | 20   | 23   | 40    | 43   | 46   |
| Science                         | 3      | 9    | 22   | 3        | 9    | 22   | 38    | 46   | 50   |
| History/Social Science          | 3      | 5    | 6    | 3        | 5    | 6    | 33    | 36   | 41   |

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

Detailed information regarding CST and CAPA results for each grade and proficiency level can be found on the <http://www.cde.ca.gov/> CDE website or by speaking with the school principal.

| California Standards Test (CST)    |                              |             |         |                               |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups                          |                              |             |         |                               |
| Subject                            | English/<br>Language<br>Arts | Mathematics | Science | History/<br>Social<br>Science |
| African American                   | 35                           | 39          | 36      | 9                             |
| American Indian                    | *                            | *           | *       | *                             |
| Asian                              | 29                           | 14          | *       | *                             |
| Filipino                           | *                            | *           | *       | *                             |
| Hispanic or Latino                 | 19                           | 20          | 5       | 2                             |
| Pacific Islander                   | *                            | *           | *       | *                             |
| Caucasian                          | 23                           | 22          | 30      | 9                             |
| Males                              | 26                           | 27          | 24      | 6                             |
| Females                            | 22                           | 20          | 20      | 6                             |
| Socioeconomically<br>Disadvantaged | 8                            | 23          | 22      | 6                             |
| English Learners                   | 21                           | 24          | 20      | 2                             |
| Students with<br>Disabilities      | 24                           | 23          | 22      | 6                             |
| Migrant Education                  | *                            | *           | *       | *                             |

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

## PHYSICAL FITNESS

In the spring of each year, California School for the Deaf is required by the state to administer the Physical Fitness Test (PFT) 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: 100% of the 5th graders; 100% of the 7th graders; and 100% 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/>.

| Percentage of Students in Healthy Fitness Zone |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
| Grade Level                                    | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5  | 21.1%                 | 36.8%                 | 26.3%                |
| 7  | 20.0%                 | 32.0%                 | 40.0%                |
| 9  | 16.3%                 | 26.5%                 | 34.7%                |

\*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)

**No data is available for 2008-09.**

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

## 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/> CDE website or by contacting the appropriate principal.

| Federal Intervention Programs   | School    | District  |
|---------------------------------|-----------|-----------|
|                                 | Not in PI | Not in PI |
| Program Improvement (PI) Status |           |           |
| First Year in PI                | -         | -         |
| Year in PI (2009-10)            | -         | -         |
| # of Schools Currently in PI    | -         | 0         |
| % of Schools Identified for PI  | -         | 0.00%     |

**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.**

## 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 California 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 lowers 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 2008-2009

For this school year, 38 seniors were eligible to take CAHSEE. Of these:

- Approximately 55% of seniors passed both sections of the CAHSEE.
- Approximately 31.5% of seniors passed one section of the CAHSEE.
- Approximately 13% of seniors passed neither section of the CAHSEE.

Of our 36 11th graders eligible to take CAHSEE:

- Approximately 18% passed both sections of the CAHSEE.
- Approximately 25% passed one section of the CAHSEE.
- Approximately 44% passed neither section of the CAHSEE.

Of our 39 10th graders eligible to take CAHSEE:

- Approximately 18% passed both sections of the CAHSEE.
- Approximately 28% passed one section of the CAHSEE.
- Approximately 53% passed neither section of the CAHSEE.

## 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 moved 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 |       |        |         |
|----------------------------|-------|--------|---------|
|                            | 05-06 | 06-07  | 07-08   |
| Dropout Rate               | -     | 1.50%  | 0.50%   |
| Graduation Rate            | -     | 95.60% | 100.00% |

## 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. Through our Career Center, parents and students receive information that includes:

- Registration information for both the SAT and 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:** 38

**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       | 23.8%      |
| % 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 2008-2009 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            | 26         |
| Mathematics                       | 1            | 3          |
| Totals                            | 2            | 29         |
| Percent of Students in AP Courses |              | 1.1%       |

## 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 that teaches about career clusters and assists 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. Although Special Needs students are not eligible to receive a high school diploma, they do participate in CTE classes.

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.

Programs in the 2008-2009 school year included: 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 (see Table below the Career Center information).

#### 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     |

### 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.

In the 2008-2009 school year, CSD students were required to pass the CAHSEE in order to obtain a diploma. The California School for the Deaf established a new program to serve students who did not pass 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 need support to obtain the employment they desire.

The Career Center provides the following intensive support services:

#### Career Counseling

Work in partnership with families and outside support services to ensure a smooth transition from CSD

- Assist students in developing self-advocacy skills
- Guide students to make well-informed career choices
- Assist students in establishing post graduation goals and a plan to reach these goals
- Collaborate with Department of Rehabilitation agencies in Northern California

### Work Experience

- Assist students in understand the concept of work habits and work behaviors
- Provide students with problem-solving skills
- Provide students with actual on-campus work experiences
- Provide feedback to students on their work performance

### Job Placement Services

- Provide internship opportunities
- Prepare students for job interviews
- Provide job coaching on the job site
- Assist with job applications, job interviews and interpreting
- Provide support to both employer and student

### Post Graduate Services

- Support graduates and families with referrals and resources
- Collaborate with Inter-Agencies for our graduates and families
- Assist students in implementing post-graduation goals and re-evaluating plan to reach these goals
- Provide post-graduate follow-up studies to the Career Center staff to re-evaluate our services to students and families

### Department of Rehabilitation

- Fund the Transition Partnership Program at the California School for the Deaf, Fremont
- Provide financial assistance to the students for transition plans: college, training or employment
- Consult and plan with graduates on their career goals

### Career Exploration Class

- Students perform self assessments on their strengths, weaknesses, personal values, and work values
- Students develop career portfolios – resumes, community resources, work samples, letters of learned skills and letters of recommendations
- Students identify and develop positive work habits through role playing and team building activities
- Students rehearse interviewing skills through mock interviews, actual interviews and analysis of their own taped interviews

### Senior Seminar Class

- Students continue to explore the complex world of work ethics
- Students learn how the law changes and affects everyone
- Students learn and practice their self-advocacy skills
- Students learn personal financing – rental agreements, interest, banking and insurance
- Students are given the time and opportunity to work with the senior career counselor on their transition planning

During the 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.

## COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS

For students who began the 2008-2009 school year in the 12th grade, 50% percent met all state and local graduation requirements for grade 12 completion including passage of both parts of the CAHSEE. The remainder of the students are either continuing their education at CSD or at another institution.

## 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.

## 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 (1) 91:1
- 11th/12th Grade Counselor (1) 51:1
- 12th Grade Counselor (1) 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                           | 8               | 6.4                  |
| Librarian/library media teacher     | 1               | 1.00                 |
| Other Support Services              | 7               | 6.5                  |
| Psychologist                        | 2               | 2.00                 |
| School nurse                        | 6               | 6.00                 |

## 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.

### District-Adopted Textbooks

| Grade Levels | Subject | Publisher      | Adoption Year | Sufficient | % Lacking |
|--------------|---------|----------------|---------------|------------|-----------|
| 10th-11th    | ELD     | Addison-Wesley | 1982          | Yes        | 0.0%      |

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 [rzane@cddf-cde.ca.gov](mailto:rzane@cddf-cde.ca.gov) 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. Students in grades K through 5 follow the CDE Reading/Language Arts Framework for Public Schools State Standards and use state-adopted curricula along with leveled texts. Middle School and High School English learners follow the English Language Development standards and use state adopted curricula along with leveled texts or adapted novels.

**PERCENT LACK:** 0%

**CORE AREA:** Mathematics

**AVAILABILITY:** Every student is provided a standards-aligned textbook. 4th-12th graders working more than two years behind their grade level are provided with state-adopted intervention materials.

**PERCENT LACK:** 0%

**CORE AREA:** Science

**AVAILABILITY:** Every student is provided a standards-aligned textbook. Middle School and High School English learners use state adopted curricula along with standards-aligned leveled texts and adapted instructional materials.

**PERCENT LACK:** 0%

**CORE AREA:** History-Social Science

**AVAILABILITY:** Every student is provided a standards-aligned textbook. Middle School and High School English learners use state adopted curricula along with standards-aligned leveled texts and adapted instructional materials.

**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:** Every student is provided a standards-aligned textbook. Middle School and High School English learners use state adopted curricula along with standards-aligned leveled texts and adapted instructional materials.

**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 and other basic equipment for lab experiments in chemistry, physics, and biology.

**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%

**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.

**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: |    |    |                |    |    |              |    |    |   |   |   |
|--------------------|------------------------|----|----|----------------|----|----|--------------|----|----|---|---|---|
|                    | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |   |   |   |
|                    | 07                     | 08 | 09 | 07             | 08 | 09 | 07           | 08 | 09 |   |   |   |
| By Grade Level     |                        |    |    |                |    |    |              |    |    |   |   |   |
| K                  | 5                      | 4  | 6  | 1              | 3  | 4  | -            | -  | -  | - | - | - |
| 1                  | 5                      | 6  | 3  | 2              | 2  | 2  | -            | -  | -  | - | - | - |
| 2                  | 5                      | 7  | 6  | 3              | 2  | 2  | -            | -  | -  | - | - | - |
| 3                  | 6                      | 6  | 5  | 3              | 4  | 3  | -            | -  | -  | - | - | - |
| 4                  | 5                      | 6  | 6  | 2              | 3  | 3  | -            | -  | -  | - | - | - |
| 5                  | 6                      | 8  | 7  | 3              | 2  | 3  | -            | -  | -  | - | - | - |
| K-3                | 3                      | 5  | 5  | 3              | 3  | 3  | -            | -  | -  | - | - | - |
| By Subject Area    |                        |    |    |                |    |    |              |    |    |   |   |   |
| English            | 7                      | 7  | 8  | 86             | 90 | 82 | -            | -  | -  | - | - | - |
| Mathematics        | 7                      | 7  | 7  | 49             | 49 | 47 | -            | -  | -  | - | - | - |
| Science            | 7                      | 7  | 8  | 25             | 25 | 24 | -            | -  | -  | - | - | - |
| Social Science     | 7                      | 8  | 7  | 55             | 59 | 53 | -            | -  | -  | - | - | - |

**SCHOOL FACILITIES**

The California School for the Deaf was built in the late 1970s and was occupied as a new school during the summer of 1980. The campus is comprised of 38 buildings consisting of a variety of classrooms, gymnasiums, student activity centers, administration buildings, cafeterias, computer labs, residential cottages, a library and playgrounds. Recent construction includes a new Pupil Personnel Services building, a new auxiliary classroom, and a new infirmary. The Elementary School building underwent extensive remodeling and was completed in the summer of 2009.

| 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 |  |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                      | X                                |      |      |  |
| Interior   | X                                |      |      |  |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X                                |      |      |  |
| Electrical   | X                                |      |      |  |
| Restrooms/Fountains  | X                                |      |      |  |
| Safety (Fire Safety, Hazardous Materials)                  | X                                |      |      |  |
| Structural (Structural Damage, Roofs)                      | X                                |      |      |  |
| External (Grounds, Windows, Doors, Gates, Fences)          | X                                |      |      |  |

**Cleaning Process**

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

**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 2008-09 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**

Providing a safe learning and working environment for all students and employees is a primary concern of the California School for the Deaf. The school and the community are involved in the development and annual revision of a comprehensive CSD School Safety Plan. The Plan is in compliance with school safety state and federal laws, CDE and CSD policies and administrative regulations. It is also coordinated with the WASC/CEASD accreditation action plan.

The CSD Cabinet, School Safety Plan Committee, Student-Parent Handbook Committee, the Fremont Fire and Police Departments, the California Highway Patrol, and the CSD community contribute to the annual revision of the Plan.

The Plan includes protocol for staff to follow during emergencies and disasters in accordance with the Incident Command System (ICS). In addition, fire and earthquake drills are conducted on a monthly basis throughout the school year and during summer session.

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 <http://www.csdf.k12.ca.us/outreach/resources/tour.htm> 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 <http://www.csdf.k12.ca.us/outreach/resources/open-house.htm> Open House is held each year in November. We welcome all visitors.

## TEACHER ASSIGNMENT

California School for the Deaf recruits and employs the most qualified credentialed teachers. For the 2008-2009 school year, California School for the Deaf had 85 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| Teacher Credential Status |        |       |       |          |
|---------------------------|--------|-------|-------|----------|
|                           | School |       |       | District |
|                           | 06-07  | 07-08 | 08-09 | 08-09    |
| Fully Credentialed        | 81     | 88    | 84    | 84       |
| Without Full Credentials  | 11     | 4     | 9     | 9        |
| Working Outside Subject   | 0      | 0     | 0     | 0        |

| Misassignments/Vacancies                       |       |       |       |
|--|-------|-------|-------|
|  | 06-07 | 07-08 | 08-09 |
| Misassignments of Teachers of English Learners |       |       |       |
| Misassignments of Teachers (other)             |       |       |       |
| <b>Total Misassignments of Teachers</b>        |       |       |       |
| Vacant Teacher Positions                       |       |       |       |

## 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                           | 79.5%  | 20.5%  |
| District                         | 79.5%  | 20.5%  |
| 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)
- Language Planning and Bilingual program planning
- Achievement Testing (STAR, 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 makes 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. 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 teacher/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.

### Volunteering at CSD

The Outreach Division has a strong volunteer program. Parents can contact the [volunteers@cddf-cde.ca.gov](mailto:volunteers@cddf-cde.ca.gov) Volunteer Coordinator 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           |   |
|                          | - |
| 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 <http://www.cde.ca.gov/ds/fd/cs/> Certificated Salaries and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp> target=\_blank Statewide Average Salaries websites.

### 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.**

## DISTRICT REVENUE SOURCES

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

| Average Salary Information               |          |       |
|--|----------|-------|
| Teachers - Principal - Superintendent    |          |       |
| 2007-08                                  |          |       |
|  | District | State |
| Beginning Teachers                       | -        | -     |
| Mid-Range Teachers                       | -        | -     |
| Highest Teachers                         | -        | -     |
| Elementary School Principals             | -        | -     |
| Middle School Principals                 | -        | -     |
| High School Principals                   | -        | -     |
| Superintendent                           | -        | -     |
| Salaries as a Percentage of Total Budget |          |       |
| Teacher Salaries                         | -        | -     |
| Administrative Salaries                  | -        | -     |

| 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                         | \$5,512 |
| Percentage of Variation between School & State    | -       |