



CALIFORNIA SCHOOL FOR THE DEAF-FREMONT

2011-12 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 2011-2012 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 team to make sure that each student makes progress on the exciting path of education.

Sincerely yours,
Sean Virnig, Superintendent
California School for the Deaf

STATEMENT OF BELIEFS

The California School for the Deaf has made a commitment to being a Deaf-centered environment in which the design of learning and the language of instruction are consistent with an ASL/English approach to educating Deaf children. The school values itself as a multi-cultural community 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 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 ASL, reading, writing, math and content area 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 California School for the Deaf is recognized for academic rigor and direct instruction in American Sign Language and English. Through our fully-accredited programs, visual learning environment and strong partnerships with families and communities, our students experience rich language opportunities, develop appreciation for diversity, and lead fulfilling lives.

OUR VISION

The California School for the Deaf is an internationally renowned leader of bilingual education, providing a positive learning environment in which all Deaf students thrive.

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 bilingual staff development 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)

- Students will have healthy Deaf identities through shared experiences, language, culture, history, and society.
- Students will be competent bilinguals in ASL and English.
- Students will achieve their academic and career goals.
- Students will be independent critical thinkers committed to lifelong learning.
- Students will contribute to their community as advocates for rights and social justice.
- Students will be literate and responsible in the use of technology.
- Students will lead active and healthy lives.

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 over 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. The WASC team returned for a mid-term review in March 2010 and praised CSD for its progress on achieving WASC goals.

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.

Over 400 students, aged 3 to 22, attended the CSD pre-school through 12th grade and Work Readiness programs during the 2011-2012 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 the state.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	11.0%
American Indian	0.5%
Asian	5.5%
Filipino	3.1%
Hispanic or Latino	42.9%
Pacific Islander	0.7%
White	35.0%
Two or More	1.4%
None Reported	-

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, who also supervises the Career Center/Transition coordinator, Special Needs Principal, Curriculum and Media Services, and the Physical Education Supervisor. IMT members meet weekly to address

Enrollment Trend by Grade Level

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.

	2009-10	2010-11	2011-12
K	7	9	6
1st	17	10	15
2nd	8	18	13
3rd	10	15	18
4th	19	11	17
5th	25	23	17
6th	30	33	27
7th	29	36	33
8th	40	31	38
9th	43	52	36
10th	66	52	51
11th	63	80	60
12th	44	49	67

ENROLLMENT BY GRADE

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

CLASS SIZE

CSD makes an effort to follow the recommendations made by the California Department of Education. 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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	8	5	3	1	2	2	-	-	-	-	-	-
1	8	5	5	2	2	3	-	-	-	-	-	-
2	6	6	4	2	3	3	-	-	-	-	-	-
3	5	5	5	2	4	4	-	-	-	-	-	-
4	5	5	7	3	2	2	-	-	-	-	-	-
5	5	6	5	3	4	3	-	-	-	-	-	-
6	7	-	-	10	-	-	-	-	-	-	-	-
7	6	-	-	14	-	-	-	-	-	-	-	-
8	6	-	-	16	-	-	-	-	-	-	-	-
By Subject Area												
English	-	8	7	-	62	66	-	-	-	-	-	-
Mathematics	-	7	7	-	41	39	-	-	-	-	-	-
Science	-	8	7	-	23	25	-	-	-	-	-	-
Social Science	-	9	8	-	28	33	-	-	-	-	-	-

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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	86	99	169	0	0	0
Suspension Rate	21.4%	23.6%	42.5%	0.0%	0.0%	0.0%
Expulsions	1	0	0	0	0	0
Expulsion Rate	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%

DROPOUT & GRADUATION RATES

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

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

This affects the graduation rates reported in the chart below.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates

	08-09	09-10	10-11
Dropout Rate	3.40%	17.10%	14.80%
Graduation Rate	-	-	78.35%

COLLEGE ENTRANCE INFORMATION

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

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

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

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

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

College Admission Test Preparation Program

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

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

UC/CSU COURSE COMPLETION

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

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

In the 2011-2012 school year, 2 students met all of the A-G requirements for UC/CSU course completion. The challenge is that CSD offers only one year of American Sign Language in the HS program. This does not meet the 2-year requirement according to the UC and/or CSU admissions. The majority of CSD graduates however, typically 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
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	9.7%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	-

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

ADVANCED PLACEMENT CLASSES

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 2011-2012 school year, an AP Calculus Class was offered.

CAREER TECHNICAL EDUCATION PROGRAMS AND PARTICIPATION (SCHOOL YEAR 2011-12)

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 2011-2012 school year included: food service and preparation, construction technology, woodworking technology, business office technology, facilities maintenance, instructional television, graphic arts and design, auto body, 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).

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.

Although students in the 2011-2012 school year were not required to pass the CAHSEE in order to obtain a diploma, CSD continued to offer a post 12th grade program to better support student transition needs and to continue studying for the CAHSEE. This 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 intensive support with their individual transition issues to assist them with becoming self-directed and gainfully employed. 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 the HS program to ensure students are taking the appropriate academic and Career Technical Education classes
 Collaborate with Department of Rehabilitation agencies in Northern California

Work Experience

Assist students in understanding 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 through actual employer evaluations

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 plans to reach these goals
 Provide post-graduate follow-up studies to the Career Center staff to re-evaluate 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 finalizing their transition planning

Work Readiness Program

Students attend a Community College, training program or obtain direct employment
 Students take evening classes to improve their CAHSEE scores
 Students are provided with 1:1 tutoring with their academic, training or employment needs
 Students learn and apply use of support services in their communities
 Students learn and apply critical transition skills
 Students learn how to become better prepared for taking the ACT (American College Test)
 Students learn models of communication for interacting with teachers, employers and members of their community
 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.

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?	217
What percent of the school's pupils complete a CTE program and earn a high school diploma?	96.8
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	8.3

COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS – CLASS OF 2012

For students who began the 2011-2012 school year in the 12th grade, 82% met all state and local graduation requirements for grade 12 completion. The remainder of the students are either continuing their education at CSD in the Work Readiness Program or at another institution.

Completion of High School Graduation Requirements

	School	District	State
African American/Black	11.0%	*	*
Asian	9.0%	*	*
Hispanic or Latino	47.0%	*	*
Pacific Islander	1.0%	*	*
White	28.0%	*	*
Multiple or No Response	3.0%	*	*

* Data was not available at the time of publication.

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, Language and Math was given to 3rd-12th graders in the Fall and Spring.

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

CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT SCORES (CAPA)

The Special Needs students participate in the California Alternate Performance Assessment (CAPA), a part of the Standardized Testing and Reporting (STAR) system. Student achievement is measured on the content standards for students with significant disabilities. In this report, the percentage of Special Education students achieving at the proficient or advanced level (meeting or exceeding the state standard) is reported for English/Language Arts and Mathematics in Level 1 (students in grades 2-11 with the most complex, profound disabilities), Level 2 (students in grades 2-3), Level 3 (students in grades 4-5), Level 4 (students in grades 6-8), and Level 5 (students in grades 9-11) for the most recent three-year period. Detailed information regarding results for each grade level can be found at the CDE website at <http://star.cde.ca.gov/>.

CALIFORNIA MODIFIED ASSESSMENT (CMA)

California Modified Assessment (CMA), is also a component of the Standardized Testing and Reporting system. Eligible students are able to take the CMA to assess their achievement of the standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten.

DATA SOURCES

Data within the SARC was provided by the California School for the Deaf (State Special School District), retrieved from the 2011-2012 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest/>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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), California Modified Assessment (CMA) and the California Alternate Performance Assessment (CAPA) are components of the Standardized Testing and Reporting (STAR) Program. Tests are 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 or CMA are tested using the California Alternate Performance Assessment (CAPA). Each student's IEP team determines which test is most appropriate for the student.

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

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

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	19	21	28	19	21	28	52	54	56
Mathematics	23	23	30	23	23	30	48	50	51
Science	5	7	30	5	7	30	54	57	60
History/Social Science	9	7	8	9	7	8	44	48	49

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	28	30	30	8
School	28	30	30	8
African American/ Black	40	45	*	*
American Indian	*	*	*	*
Asian	40	38	*	*
Filipino	*	*	*	*
Hispanic or Latino	20	26	*	*
Pacific Islander	*	*	*	*
White	31	27	36	21
Males	24	31	*	4
Females	32	28	50	13
Socioeconomically Disadvantaged	28	30	30	8
English Learners	*	*	*	*
Students with Disabilities	28	30	30	8

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

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.

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.

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.

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. Although the CDE policy is to not assign API scores to special education schools, some figures appear below.

API School Results			
	2009	2010	2011
Statewide	C	C	C
Similar Schools	C	C	C
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	-8	-10	68

2012 Growth API Comparison				
	School		State	
	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	273	529	4,664,264	788
Black or African American	30	574	313,201	710
Asian	15	548	404,670	905
Hispanic or Latino	107	466	2,425,230	740
White	105	569	1,221,860	853
Socioeconomically Disadvantaged	273	529	2,779,680	737
Students with Disabilities	273	529	530,935	607

PHYSICAL FITNESS (SCHOOL YEAR 2011-12)

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.

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			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.9%	29.4%	35.3%
7	18.2%	24.2%	42.4%
9	20.6%	20.6%	44.1%

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

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. However, during the 2011-2012 school year, students who had an IEP were exempt from passing the CAHSEE as a requirement for graduation. CSD continued to provide the CAHSEE to all students.

CSD is committed to raising the standards for all students and assisting them in reaching their maximum potential and has instituted many activities to prepare students for the CAHSEE. Preparing students for post-secondary programs and employment is the heart of the program. Having one test determine whether or not a student will receive a diploma is an unfair measure of achievement for our students. A High School diploma is required for most employment. With a one-diploma system, more doors to employment are being closed. CSD is committed to providing a quality academic and career/technical education program to meet the needs of all students.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	19	21	28	19	21	28	52	54	56
Mathematics	23	23	30	23	23	30	48	50	51
Science	5	7	30	5	7	30	54	57	60
History/Social Science	9	7	8	9	7	8	44	48	49

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

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	92.0	6.0	3.0	95.0	5.0	-
All Students School	92.0	6.0	3.0	95.0	5.0	-
Male	96.0	4.0	-	96.0	4.0	-
Female	85.0	8.0	8.0	96.0	4.0	-
Hispanic or Latino	100.0	-	-	100.0	-	-
White	-	-	-	82.0	18.0	-
Socioeconomically Disadvantaged	92.0	6.0	3.0	95.0	5.0	-
Students with Disabilities	92.0	6.0	3.0	95.0	5.0	-

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 (SCHOOL YEAR 2011-12)

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) 67:1

*11th/Grade Counselor (1) 51:1

*12th Grade Counselor (1) 50:1

* 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	7	5.4
Librarian/library media teacher	1	1.00
Other Support Services	7	7.0
Psychologist	2	2.00
School nurse	6	6.00

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.

School Facility Conditions				
Date of Last Inspection: 04/18/2012				
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 work orders are completed in a timely manner in order to keep the school in good repair. 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, siding, plumbing, heating, electrical systems, interior or exterior painting and floor systems.

For the 2011-2012 school year the state allocated \$1.5M for the Deferred Maintenance Program. This represents .004% of the school's state 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

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> and look under Outreach for schedules and tour information.

There is one day each year when the general public is welcomed to our campus. 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.

FEDERAL INTERVENTION PROGRAM

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

Information about PI, including a list of all PI schools and districts, can be found at the [CDE website](http://www.cde.ca.gov/target=_blank) 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	Not in PI
First Year in PI	-	-
Year in PI (2012-13)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

INSTRUCTIONAL MATERIALS (SCHOOL YEAR 2012-13)

The textbooks and other instructional materials used in the school are standards aligned (kindergarten through grade 12) and state adopted or locally adopted. 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. English/Language Arts materials are listed below. Math, Social Studies, and Science textbooks can be viewed in the attached PDF file.

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:rdaniels@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. 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%

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	Reading Language Arts	National Geographic / Hampton Brown	2009	Yes	0.0%
9th-12th	Reading/ Language Arts	Hampton Brown	2008	Yes	0.0%
6th-8th	Reading/ Language Arts	Holt, Rinehart & Winston	2009	Yes	0.0%
K-5	Reading/ Language Arts	MacMillan/ McGraw Hill	2010	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/01316170131763Textbooks_1.pdf

SCIENCE LAB EQUIPMENT

The school stocks an adequate supply of science 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. In addition, the library supports a Volunteer Reading Program that pairs elementary students with reading mentors on a bi-weekly basis. 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.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	0	82	85	85
Without Full Credentials	0	10	4	4
Working Outside Subject	0	0	4	4

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

HIGHLY QUALIFIED TEACHERS (SCHOOL YEAR 2011-12)

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	80.0%	20.0%
District	80.0%	20.0%
High-Poverty Schools in District	80.0%	20.0%
Low-Poverty Schools in District	N/A	N/A

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

STAFF DEVELOPMENT

As part of the growth process, opportunities for training and staff development are provided to administrators, teachers, and classified staff. CSD offers a minimum of one staff development day per month.

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
- Privacy laws

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
- Language Planning and Bilingual program planning
- Achievement Testing (STAR, CAHSEE, MAP and interpreting results)
- Professional Ethics
- Nonviolent Crisis Prevention Institute training (annual or biennial basis)
- Effective Second Language Acquisition
- California Standards for the Teaching Profession
- Culturally Relevant Instructional Practices

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 uses 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, 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 California School for the Deaf has a strong volunteer program. Anyone 18 years of age and older can contact the volunteer coordinator and apply to volunteer their time and services at the school. The volunteer application process includes an application, interview, fingerprinting, and TB test. Beginning to advanced signing levels are welcome; however, volunteer placements take into consideration signing fluency, in addition to the skills and interests of the volunteer, and match those with the needs of staff and students on campus. For more information on volunteering, please contact the volunteer coordinator at 510-344-6074 (videophone) or 510-794-2401 (voice).

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.

TEACHER & ADMINISTRATIVE SALARIES (FISCAL YEAR 2010-11)

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.

SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2010-11)

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	\$69,685
District	-
Percentage of Variation	-
School & State	
	-
Percentage of Variation	-

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$48,620	\$48,620
Mid-Range Teachers	\$61,908	\$61,908
Highest Teachers	\$79,680	\$79,680
Elementary School Principals	\$96,276	\$96,276
Middle School Principals	\$124,809	\$124,809
High School Principals	\$96,276	\$96,276
Superintendent	\$133,440	\$133,440
Salaries as a Percentage of Total Budget		
Teacher Salaries	-	-
Administrative Salaries	-	-

DISTRICT EXPENDITURES (FISCAL YEAR 2010-11)

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.

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

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 Supplemental/Restricted Sources	-
From Basic/Unrestricted Sources	-
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

