California School for the Deaf-Riverside

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

Scott Kerby, Interim Superintendent

📍 Principal, California School for the Deaf-Riverside

About Our School

From its inception in 1953, the California School for the Deaf, Riverside has attracted deaf scholars and steadfast staff with innovative spirit and a desire to serve deaf students. These exceptional individuals have created paths of success and opportunities for our students while eliminating any and all barriers. This tradition continues as we embrace this school year.

Three school-wide goals are emphasized throughout the school year:

- Increase Student Achievement
- Increase Enrollment
- Serve as a Resource

Personally, my objectives towards contributing to these goals include:

- Make No Excuses
- Model a Vision for Excellence
- Embrace 21st Century Pedagogy and Curriculum
- Breathe Life into Professional Learning
- Stay Connected

In addition, we continue to focus upon a safe and orderly environment in our school, providing intervention and enrichment activities for our students, and engaging them in robust and relevant activities.
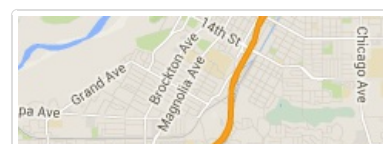
I am anxious and passionate to serve as your Interim Superintendent. I invite you to join me toward achieving a culture of academic excellence. This is an exciting era in education, and I intend for CSDR to lead the way.
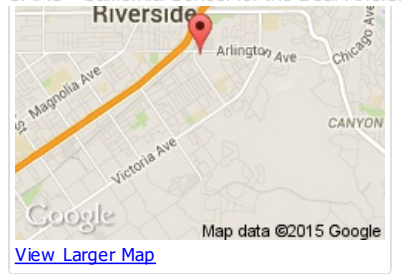
Scott Kerby - Interim Superintendent

Contact

3044 Horace St.
Riverside, CA
92506-4498

Phone: 951-248-7700

E-mail: *skerby@cde.ca.gov*

View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	California School for the Deaf-Riverside
Street	3044 Horace St.
City, State, Zip	Riverside, Ca, 92506-4498
Phone Number	951-248-7700
Principal	Scott Kerby, Interim Superintendent
E-mail Address	skerby@cde.ca.gov
Web Site	http://www.csdr-cde.ca.gov
County-District-School (CDS) Code	33316253330834

District	
District Name	State of California
Phone Number	(951) 248-7700
Web Site	http://www.csdr-cde.ca.gov
Superintendent First Name	Scott
Superintendent Last Name	Kerby
E-mail Address	skerby@cde.ca.gov

Last updated: 1/27/2015

School Description and Mission Statement (Most Recent Year)

Mission Statement

The California School for the Deaf offers comprehensive educational and extracurricular programs that prepare students to achieve their full academic, social, and career potential.

Schoolwide Learner Outcomes

The California School for the Deaf, Riverside, prepares its graduates focused on the following goals:

1. Students effectively communicate opinions, ideas, and information through American Sign Language and English.

2. Students apply, analyze, synthesize, and evaluate resources to solve complex problems.

3. Students contribute in shared learning and knowledge as accountable members.

4. Students will demonstrate excellence, respect, courage, and integrity as they serve within their communities.

5. Students will use multiple literacies to comprehend and reflect on information to achieve learning and meaningful participation.

6. Students will take individual responsibility for their own learning with self-discipline, honor, and integrity.

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	12
Grade 1	12
Grade 2	12
Grade 3	15
Grade 4	21
Grade 5	23
Grade 6	17
Grade 7	28
Grade 8	38
Ungraded Elementary	15
Grade 9	35
Grade 10	40
Grade 11	48
Grade 12	82
Total Enrollment	388
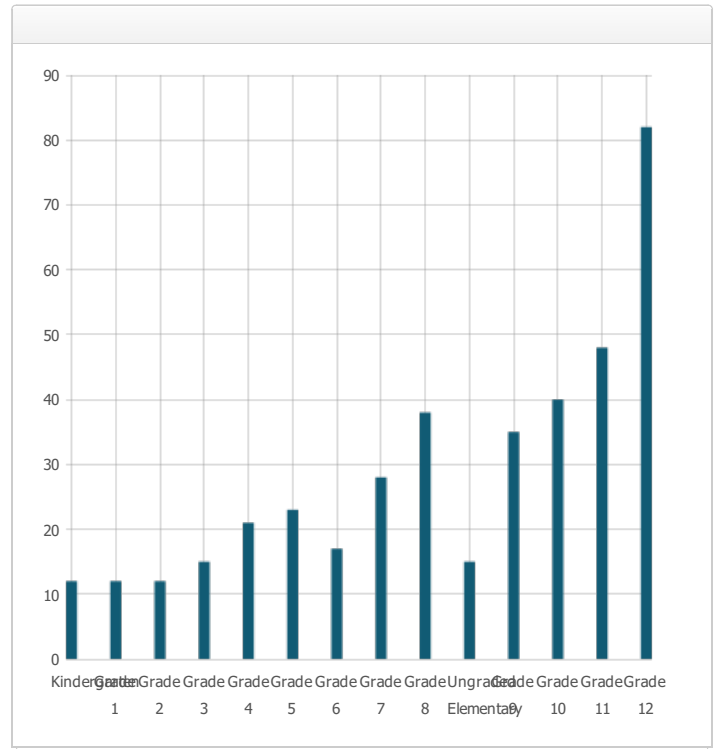
Last updated: 1/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	10.7
American Indian or Alaska Native	0.0
Asian	1.8
Filipino	1.6
Hispanic or Latino	57.2
Native Hawaiian or Pacific Islander	0.5
White	24.3
Two or More Races	3.7
Socioeconomically Disadvantaged	31.6
English Learners	0.0
Students with Disabilities	100.0
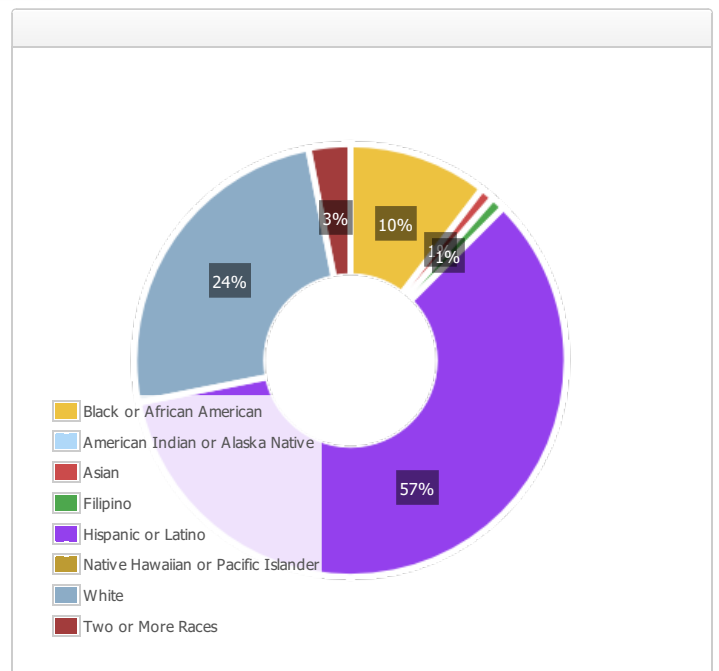
Last updated: 1/27/2015

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers		School		District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	125	122		
Without Full Credential	7	7		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		
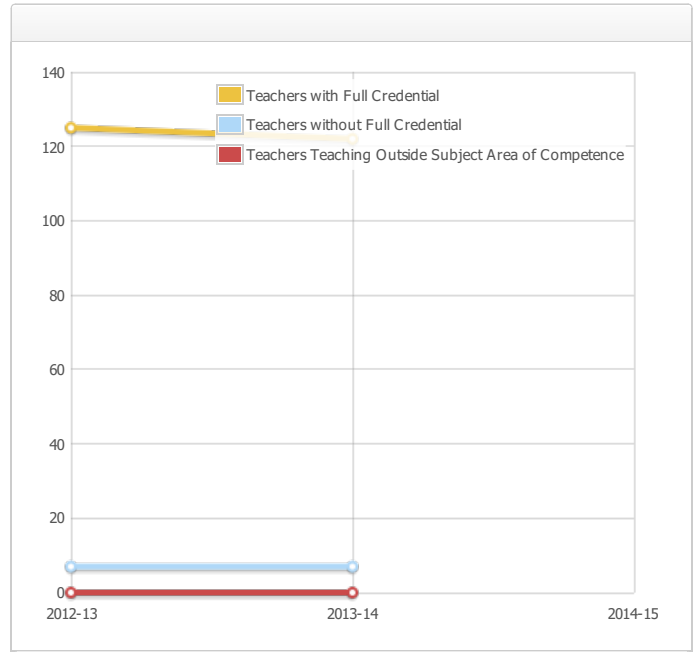
Last updated: 1/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	4	5	5
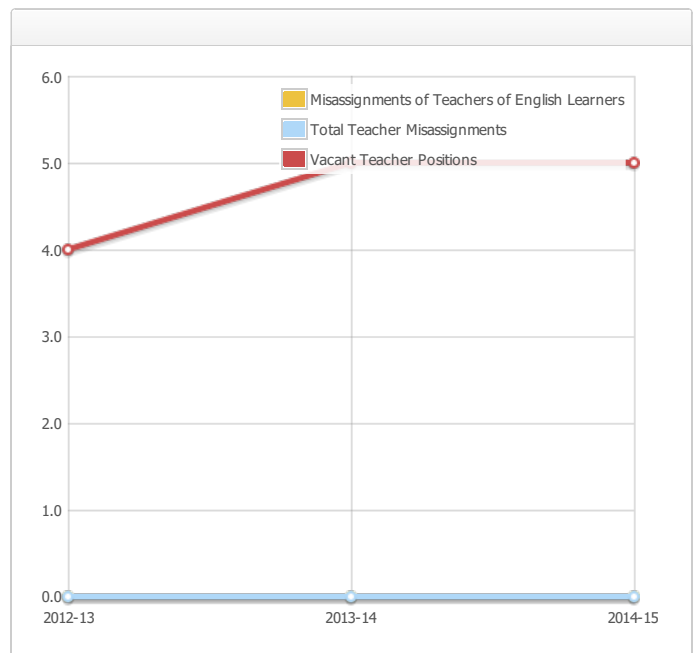
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0
	Grades 9-12: • Hampton-Brown (Edge), 2011, Local • Center Stage,2009,Local • Glencoe/McGraw-Hill (T reasures),2010. Local **Grades 6-8** • Hampton-Brown (High Point),2 007, State, No • Glencoe/McGraw-Hill (Treasures), 2010, State, Yes **Grades K-5** • MacMillan McGraw-Hill (Treasures),2010,State, Yes		
Mathematics		Yes	0.0
	Grades K-6: • Marshall Cavendish Int'l, 2014 ,local **Grades 9-12:** • Glencoe/McGraw -Hill, 2009 ,Local **Grades 7-8:** • Glencoe/McGraw -Hill, 2009, State **Grades K-6 :** • Marshall Cavendish Int'l, 2009, State		
Science		No	0.0
	Grades 9-12: • Glencoe 2010, local **Grades 9-12:** • AGS 2004, Local **Grades 6-8:** • Pearson Prentice Hall 2009, State **Grades K-5:** • Hardcourt, 2000, State X		
History-Social Science		Yes	0.0
	Grades 9-12: • McGraw Hil,l 2014, State **Gradse 6-8 :** • Holt,Rinehart & Winston, 2007, State **Grades K-5:** • Harcourt School Publishers, 2007, State		
Foreign Language			0.0

| Health | | | 0.0 |

Grades 9-12:

- Peason,2014, Local

Grades 6-8:

- Holt,Rinehart & Winston, 2004, State

X

| Visual and Performing Arts | | Yes | 0.0 |

Grades 9-12:

- Meriwether Publishing, 2009 ,Local

| Science Laboratory Equipment (grades 9-12) | n/a | | 0.0 |

School Facility Conditions and Planned Improvements - Most Recent Year

School Facilities

California School for the Deaf, Riverside was originally constructed in 1952 and is situated on 67 acres. The school is comprised of 90 classrooms, 15 residential buildings, a gym, a cafeteria, a student library, a teacher resource library, a health services building, a Career/Technical Education building, a television studio, and an administration building. There are computer labs in all of the residential buildings, in the CTE building, in each of the schools, and in the television studio. The elementary school was modernized in 2005, and the high school was modernized in 2007. Students also utilize the school's baseball field, football field, track field, softball field, and swimming pool.

In 2011 New lockers were installed in the high school. Walkways were repaired and new lighting was installed in parking lots. The swimming pool was modified to comply with the VGB pool safety act. The administration offices for the Special Needs School and the curriculum specialists' building were renovated. Improvements were made in storm drainage and irrigation systems. ADA compliant hardware was installed on all doors as part of a major project to recore all door locks. Construction began in 2008 to replace the residential dormitories for all age groups. The first five cottages (dormitories) were completed in the summer of 2010. Construction of an additional five cottages was completed in October of 2011. A new multi-purpose activity center for elementary and middle school students was completed in December of 2009. The building includes basketball and volleyball courts, locker rooms, a stage, a classroom, and a concession stand.

In the Fall of 2014 the following Projects were completed:Elementary Exterior lead abatement and painting, new swing installation in Elementary, carpet replacement in ECE and Elementary classrooms and Principal's office, Middle School exterior painting contract was completed, Mechanical room modifications in the 300 and 400 wings, P building and Admin Buildings.   New hot water heaters were installed in the Infirmary Building and 300 wing classrooms and FEAST.

During the 2014-2015 school year the following projects w ill be completed:

1.Core Project:

- Building #2 (old Pachappa 3) due to additional fire safety systems to be installed, (New) estimated completion December 2014.

- Building #5 (old Rubidoux 1) (new) estimated completion date- 1st or 2nd week of November 2014.

- Buildings #1, 3, 4, 6, and 7 (new) estimated completion dates vary from October to December 2014.

2. High School:

- ADA compliant sidewalk upgrade in front of classrooms 401 to 409 and P building has been completed.

- Additional modifications including raising retaining wall and railing to the tunnel entrance between classrooms 401 and 402 is ongoing.

3. "P" building T V studio and offices:

- TV studio and offices on the west end of P building have been emptied for the installation of new air conditioning. Delays due to new electrical issues. The (new) estimated completion date end of November beginning of December.

4. "P" building Mechanical Room boiler installation:

- Boiler for 300 wing classrooms and P building heating systems to be completed by the end of October.

5. CTEC Project: (note: update meeting is scheduled for Thursday October 16th at 10:30am)

- Building B (current construction) scheduled for completion January 2015.

- Building A scheduled to begin after moving into building A and scheduled to be completion February 2016, no changes.

6. Front Sign Project:

- The contractor has requested and been granted permission to work every Saturday in an effort to speed up the project. During most of the project there will be sidewalk access to the Admin entrance. There is handicap parking in the Elementary Parking lot and Security will assist in transporting staff. High School staff is encouraged to park in the parking spaces by CTE and the Gym.

7. New lettering on the sign scheduled to begin. The (New) estimated completion is the end of November.

8. Gym Project:

- The anticipated date for starting the gymnasium project is scheduled for end of October beginning of November.

9. Kitchen Project:

- Renovations to the social hall to make it the dining area during the construction have already begun. Final plans for over flow dining areas are being discussed to be ready when the temporary kitchen utilized. Equipment and materials being ordered for the temporary dining areas.

- The actual kitchen construction renovation will begin after the temporary kitchen is installed and in operation. The estimated delivery of the temporary kitchen is November and becoming operational Spring of 2015. With the kitchen staff, hopefully, moving into the temporary kitchen once it is ready.

10. Other Scheduled Projects scheduled for summer 2015

- Abatement and replacement of the Library north facing windows, and Social Hall broken windows was approved and tentatively scheduled for the Fall Break.

School Year 2013-14

- Main Circuit Breaker and Transformers service was approved and we are working on a schedule. This service will require a complete campus electrical shutdown.

- Exterior walkway lighting upgrade sent to DGS for design.

Cleaning Process

- The principals work daily with the full-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

- School maintenance staff ensures that the school is kept in good repair and work orders are completed in a timely manner. A work order process is used

to ensure efficient service. Emergency repairs are given the highest priority.

Deferred Maintenance Budget

- The school does not participate in the State Deferred Maintenance Program.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest/Vermin infestation with Vector control and an outside contractor maintaining weekly treatments.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Hazard Materials has a new contct being established for Hazadous Disposal.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Exterior fencing plan is in process.

Overall Facility Rate - Most Recent Year

Overall Rating	Good

Last updated: 1/27/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	59	76	63	59	76	63	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	63
Male	63
Female	65
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	
White	54
Two or More Races	
Socioeconomically Disadvantaged	67
English Learners	
Students with Disabilities	63
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	16%	20%	23%	16%	20%	23%	54%	56%	55%
Mathematics	29%	32%	35%	29%	32%	35%	49%	50%	50%
History-Social Science	7%	9%	6%	7%	9%	6%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-4	29	49
Black or African American	34	19	88
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-7	25	62
Native Hawaiian or Pacific Islander			
White	16	39	-1
Two or More Races			
Socioeconomically Disadvantaged	7	31	49
English Learners			
Students with Disabilities	-4	29	49

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

The Career and Technology Education Department has established programs which prepare students for life after high school. The department's goal is to provide students with the opportunity to develop skills, which will help them become independent and successful members of their community.

GOALS : The department continues to seek funding for state-of-the-art technology and equipment to meet the current industry standards in each discipline. Staff members have been tasked to update career and technology programs to include advisory committees, statewide curriculum, industry standards, and professional growth indicators. The programs assist the students to become aware of career opportunities.

CAREER PATHWAYS: CTE has four career pathways: Auto Technology, Construction Technology, Graphic Technology, and Food Education and Service Training (FEAST) to provide skills necessary for entry-level employment opportunities and pursuit of post-secondary education training. Articulation agreements have been established with Riverside Community College and Rochester Institute of Technology.

CTE PROGRAMS:

· Automotive (Auto Mechanics, Auto Body, and Welding)

· Construction Technology

· Digital Imaging

· Employment Skills

· Food and Hospitality Services

· Graphic Arts

· Health

· Theater Arts

· Transition Services

· Video Production

· Work Experience

· Yearbook

Our new innovative program called FEAST Academy was implemented this year. The teachers (FEAST, Math, Science, Social Science an English teachers) develop and designed a curriculum, lesson plans, content pacing guide, long-term goals, action plans, list of field trips and internships, networking, and framework. The lessons integrate and track the usage of The Common Core State Standards, Industry Standards and CTE framework. The program is recognized by California Partnership Academies under California Department of Education

This current year, FEAST students are enrolled in the following coursework: Language Arts, Food Science I, Culinary Math, World Cuisine and FEAST.

Career Technical Education Participation (School Year 2013-14)

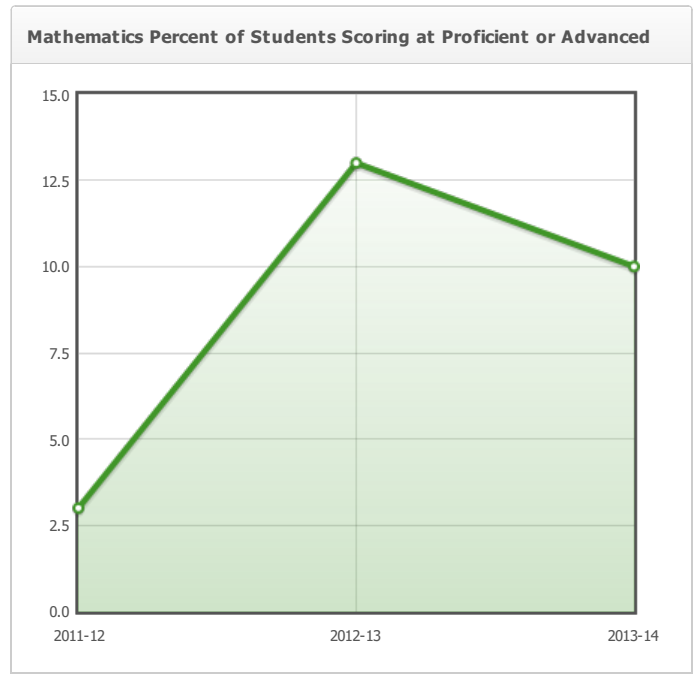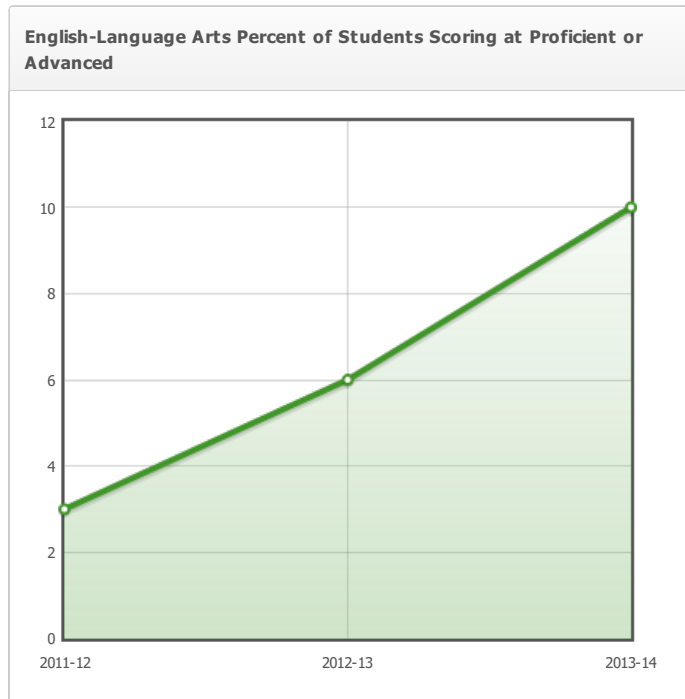| Measure	CTE Program Participation
Number of pupils participating in CTE	173
Percent of pupils completing a CTE program and earning a high school diploma	39.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	3%	6%	10%	3%	6%	10%	56%	57%	56%
Mathematics	3%	13%	10%	3%	13%	10%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/27/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	40%	4%	1%	42%	2%	3%
All Students at the School	0%	0%	0%	0%	0%	0%
Male	12%	2%	1%	12%	0%	2%
Female	13%	2%	0%	13%	2%	0%
Black or African American	8%	0%	0%	8%	0%	0%
American Indian or Alaska Native	2%	0%	0%	2%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	1%	0%	0%	0%	0%	0%
Hispanic or Latino	22%	1%	0%	22%	0%	1%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	1%	3%	1%	1%	2%	2%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	40%	4%	1%	42%	2%	3%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

California Physical Fitness Test Results (School Year 2013-14)

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.4%	30.4%	34.8%
7	15.4%	19.2%	23.1%
9	16.7%	36.7%	26.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parents and family members of students that attend California School for the Deaf, Riverside (CSDR), have the opportunity to engage and be an active part of their child's educational experience. The following resources and events facilitate such involvement:

· **American Sign Language (ASL) Classes** – Free classes are extended to parents and family members of current students on a weekly basis. The two-hour class includes instruction in ASL as well as instruction on Deaf culture and resources for raising a Deaf child. The course is overseen by the Family Education Coordinator under the department of Student Services (951)248-7700 x6539.

· **Family Workshops** – Free classes are extended to the CSDR community as well as open to the public. A monthly workshop held in the evenings provides more resources on topics of parenting, advocacy, and supporting education in the home. This workshop is coordinated by the Family Education Coordinator under the department of Student Services (951)248-7700 x6539. A monthly workshop held during school hours focuses on Early Start and Early Intervention with an emphasis on language development and acquisition. This workshop is coordinated by the Early Childhood Education Department (951)824-8111 VP.

· **Correspondence/Communication** – School-wide and department based correspondence is conducted in several mediums. A quarterly newsletter, Pawsitive Reflections is available to families in English and Spanish through hard copy or electronically. A weekly email is sent to all parents that subscribe with English/Spanish announcements of upcoming school and community activities available to families with Deaf children. Principals and teachers communicate with parents through emails, phone calls, and hard copy flyers and announcements of student progress and activities on campus. In addition, parents have access to student grades and progress through the online PowerSchool program (951)248-7700.

· **Organizations** - Parents have the opportunity to engage in the planning and selection of school activities, fundraising for specific needs, and sharing success and concerns through two organizations: Parents and Staff Working Together (PSWT) and the Community Advisory Committee (CAC). As a valued stakeholder in education, parents and family members can use the involvement in these organizations to positively share, learn, and contribute.

· **Special Events** - Throughout the course of the school year, a variety of events take place on the campus of CSDR for parents, family members, and the community to engage in. Such activities include but are not limited to:Registration Day, school plays, History Day, Science Fair, Silent Sleigh, New Family Orientation, Open House, athletic competitions, award assemblies, ASL Variety Show, residential programs and pageants, and promotion events (951)248-7700 x4361.

· **Support Services** – Through the California Deaf Education Resource Center (CDERC) located within the assessment department, parents are provided support services and resources by appointment or through online content and consultation (951) 248-7700 x4817. In addition, social workers provide guidance with community referrals and resources for families with Deaf child (951)824-8003 VP. Within the department of Student Services, the Family Education Coordinators also support and collaborate with families on networking, parent mentors, ASL acquisition, and ways to improve the educational experience (951)248-7700 x4817.

· **Language/Interpretation** – All families are afforded the right to communicate with school personnel and students in their primary language. CSDR employees two full time ASL interpreters for parents that speak English and do not have mastery of sign language and two Spanish interpreters. As needed, interpreters are contracted to facilitate communication in other languages requested (951)248-7700 x4814.

State Priority: Pupil Engagement

Last updated: 1/27/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	13.5	11.1	9.5	13.5	11.1	9.5	14.7	13.1	11.4
Graduation Rate	79.95	82.51	84.41	79.95	82.51	84.41	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
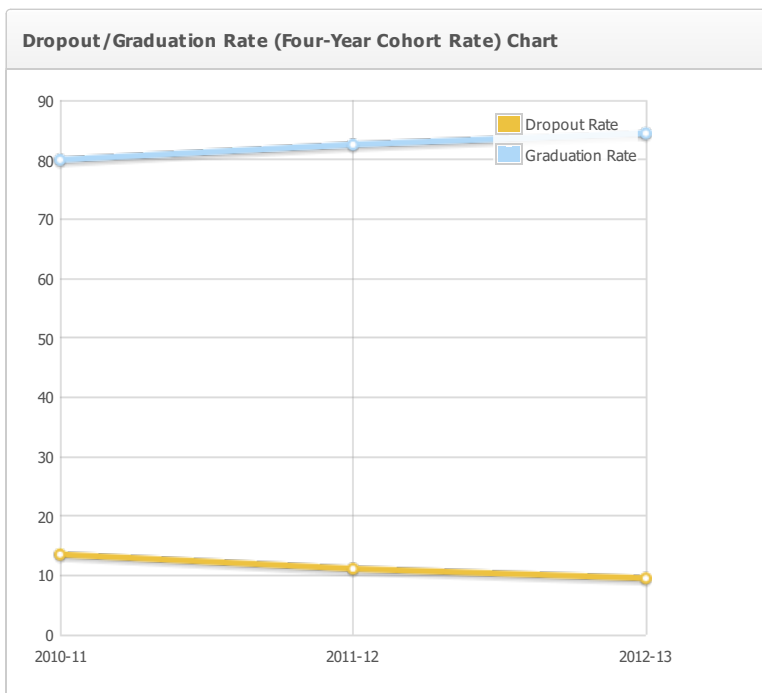
Last updated: 1/27/2015

Completion of High School Graduation Requirements

|	Graduating Class of 2013		
Group	School	District	State
All Students	45		84
Black or African American	5		75
American Indian or Alaska Native			77
Asian	4		92
Filipino			92
Hispanic or Latino	29		80
Native Hawaiian or Pacific Islander			84
White	4		90
Two or More Races	1		89
Socioeconomically Disadvantaged			82
English Learners			53
Students with Disabilities			60

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	109.00	167.00	204.00				5.70	5.10	4.40
Expulsions	2.00	0.00	0.00				0.10	0.10	0.10

Suspensions

Expulsions
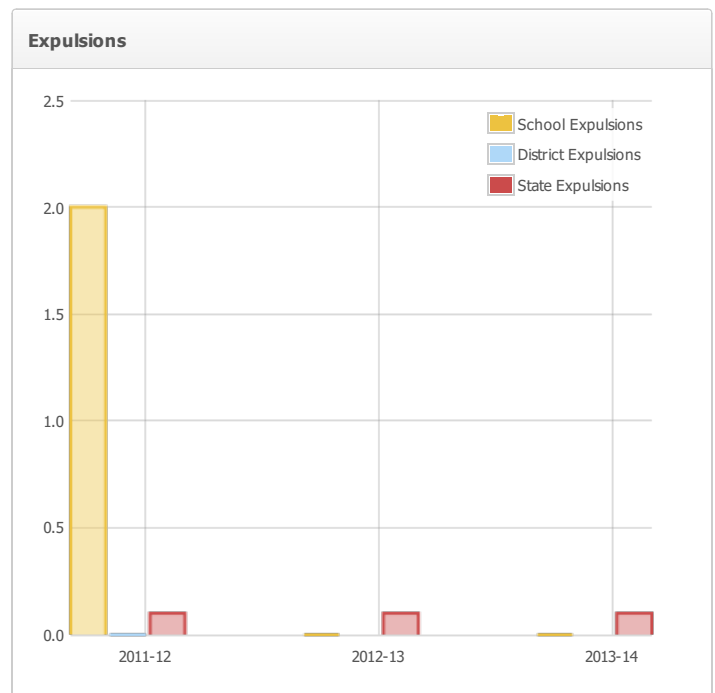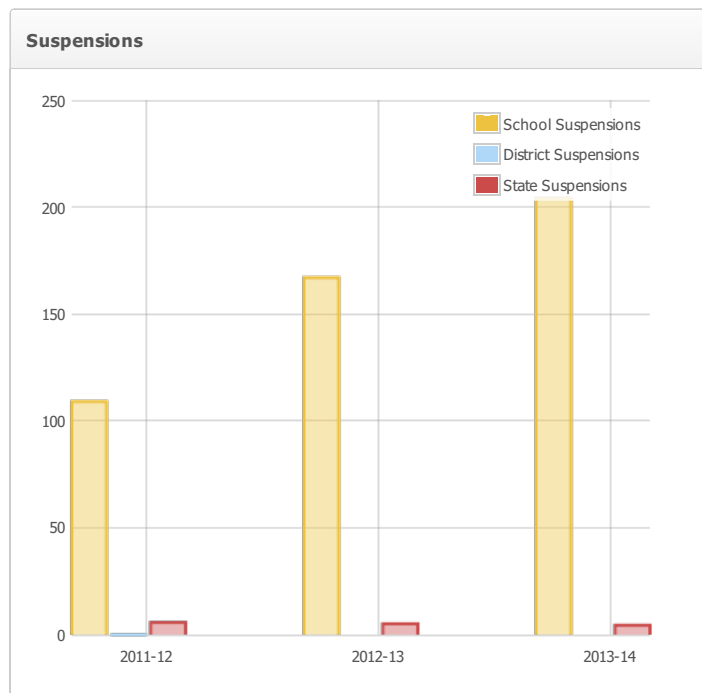
School Safety Plan - Most Recent Year

Safety of students and staff is a primary concern of California School for The Deaf-Riverside. The comprehensive Safe School Plan was developed by the school to comply with the Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. CSDR includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures; routine and emergency procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provisions of a school-wide dress code; safe ingress and egress for pupils, parents, and school employees; safe and orderly school environment; bully prevention training; Character Education (Character Counts); Boys' Town model for positive behavior intervention (PAWS/PEAK); and published school rules and procedures.

The school will evaluate the plan and update it anually, by March 1st. The plan was last updated and reviewed in 2006. It is currently being evaluated, expanded and revised. It will be submitted and available by Spring 2015. Safety procedures, including elements of a safe school plan, are reviewed with school staff throughout the school year during various safety training opportunities and emergency drills.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	5.5	2	0	0	6.0	2			4.0	3		
1	6.0	2	0	0	4.0	3			4.0	3		
2	6.5	2	0	0	5.0	3			4.0	3		
3	5.3	3	0	0	5.0	3			4.0	4		
4	5.5	2	0	0	4.0	5			4.0	5		
5	5.2	5	0	0	5.0	3			6.0	4		
6	6.0	1	0	0	5.0	29			6.0	14		
Other	0.0	5	0	0								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.2	55	0	0	6.0	52			7.0	48		
Mathematics	7.4	28	0	0	6.0	35			6.0	31		
Science	8.4	19	0	0	6.0	19			7.0	19		
Social Science	7.7	23	0	0	6.0	27			7.0	23		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	153.0
Counselor (Social/Behavioral or Career Development)	15.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	5.0	N/A
Social Worker	2.0	N/A
Nurse	4.8	N/A
Speech/Language/Hearing Specialist	4.5	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses	2	0.5

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/27/2015

Professional Development – Most Recent Three Years

As part of the growth process, opportunities for training and staff development are provided to administrators, teachers, and classified staff. The school offers three full and 15 partial staff development days annually.

Primary areas for staff development:

1) **Curriculum Development**

- Singapore Math

- Bilingual Methodologies: LPTA/BBP/LPTRL/AIG

- Teach Like a Champion

- DeafTEC / STEM

- Professional Learning Communities (PLC)

- Deafhood

- California State Standards (including Common Core, Next Generation Science Standards, etc)

- Standards-Based Grading (SBG)

- AP/Honors Courses

- BTSA - Beginning Teacher Support (Now referred to as Induction)

- Math Interim Assessments

- Cultural Literacy

- Reading Counts

- Lego for Math

2) **Instructional Development**

- IEP Goals/Writing

- CSTP & Teach Like A Champion

- PAWS/PEAK/Character Counts

- Intervention Period

- Instructional Leadership Academy

- Disaster Drill/Lockdown Preparation

- College-Career Readiness

3) Assessment

- Smarter Balance

- MAP - Measures of Academic Progress (NWEA)

- CST/CMA/CAPA/CAHSEE

- CDERC - California Deaf Education Resource Center South

Last updated: 1/27/2015