

California School for the Deaf-Riverside

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Scott Kerby, Interim Superintendent

Principal, California School for the Deaf-Riverside

About Our School

The California School for the Deaf, Riverside (CSDR) is a component of the State Special Schools and Services Division of the California Department of Education. The school serves deaf and hard-of-hearing students, between the ages of 3 and 21, who reside in the 11 counties of Southern California. At CSDR, students: acquire the two languages of American Sign Language (ASL) and written English; develop listening and speaking skills, as appropriate; receive direct instruction in ASL from credentialed teachers and interact with peers and support staff who can communicate in ASL; receive support services from qualified audiologists, counselors, school psychologists, and speech therapists; can be a class president, a star athlete, or a yearbook editor; may travel to CSDR each day or live on campus in beautiful cottages; may enroll in the instructional program with no cost to parents or school districts.

Mr. Scott Kerby - Site Superintendent (A)

Contact

California School for the Deaf-Riverside
3044 Horace St.
Riverside, CA 92506-4498

Phone: 951-248-7700
E-mail: skerby@cde.ca.gov

About This School

Contact Information - Most Recent Year

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

Last updated: 1/5/2016

School Description and Mission Statement - Most Recent Year

Mission Statement

Students at California School for the Deaf are engaged in a positive environment where ASL and English are valued, cultures are embraced, learning is relevant, and self-worth is uplifted. In collaboration with families and school communities, Southern California students prepare for college and careers through academic rigor, innovative technology, and extra-curricular opportunities.

School Program Description and Services

This is the California Department of Education's Division of State Special Schools residential and day program for deaf and hard-of-hearing students, between the ages of 3 and 21 years, residing in the 11 counties in Southern California. A Parent Infant Program (18 months to 3 years old) is also provided in conjunction with Riverside Unified School District. CSDR provides intensive, specialized services to students with or without additional disabilities whose primary education needs are due to their deafness. CSDR maintains comprehensive preschool, elementary, and middle school programs, and serves as a regional secondary program providing a comprehensive high school education, including a full-range standards-based academic curriculum, appropriate prevocational and vocational preparation opportunities, and extracurricular activities. Services provided at CSDR include: speech, language, and literacy training in American Sign Language (ASL), written English, and spoken English when appropriate; audiological services; assessment and intervention services; school-based counseling services; social work services; adapted physical education; occupational therapy; family sign language classes.

Schoolwide Learner Outcomes

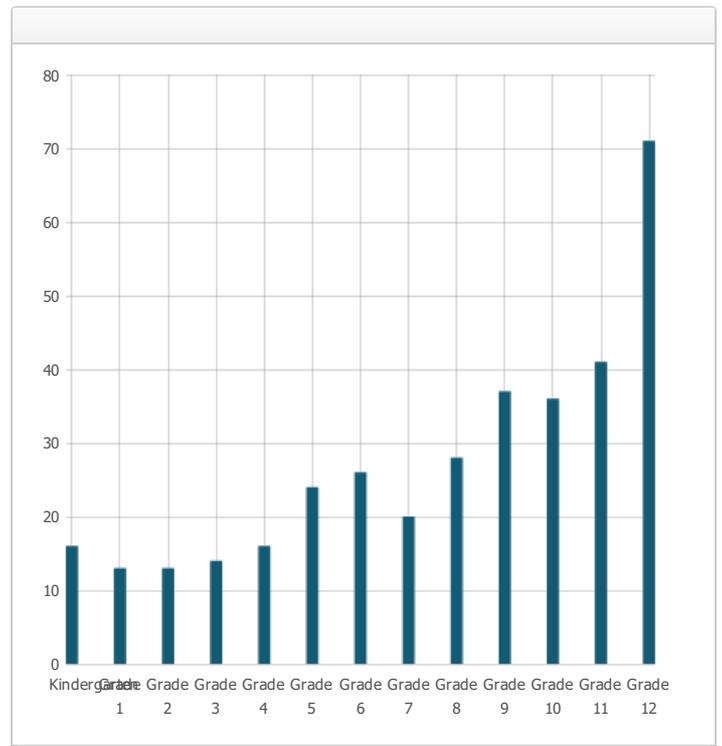
The California School for the Deaf, Riverside, prepares its graduates focused on the following goals:

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.

Last updated: 1/5/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	16
Grade 1	13
Grade 2	13
Grade 3	14
Grade 4	16
Grade 5	24
Grade 6	26
Grade 7	20
Grade 8	28
Grade 9	37
Grade 10	36
Grade 11	41
Grade 12	71
Total Enrollment	355



Last updated: 1/12/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.5 %
American Indian or Alaska Native	0.0 %
Asian	1.1 %
Filipino	1.1 %
Hispanic or Latino	60.0 %
Native Hawaiian or Pacific Islander	0.6 %
White	24.8 %
Two or More Races	3.9 %
Socioeconomically Disadvantaged	33.5 %
English Learners	0.8 %
Students with Disabilities	100.0 %
Foster Youth	1.7 %

Last updated: 1/12/2016

A. Conditions of Learning

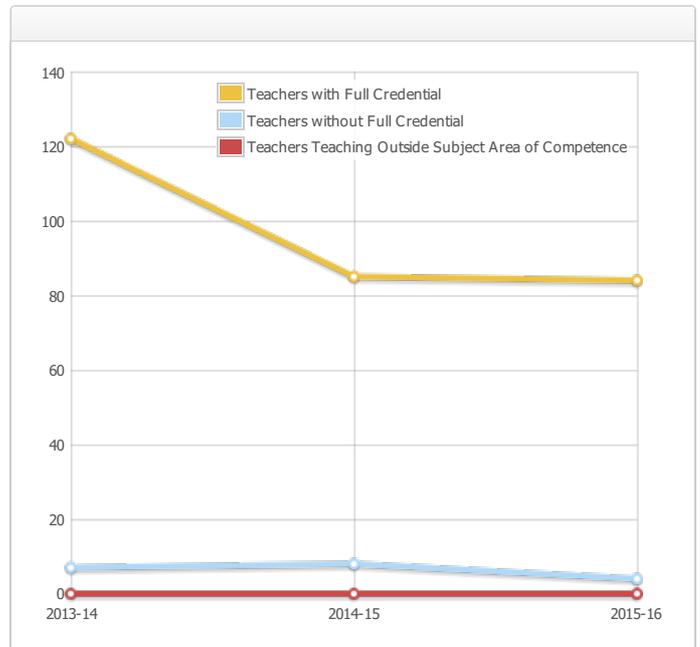
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

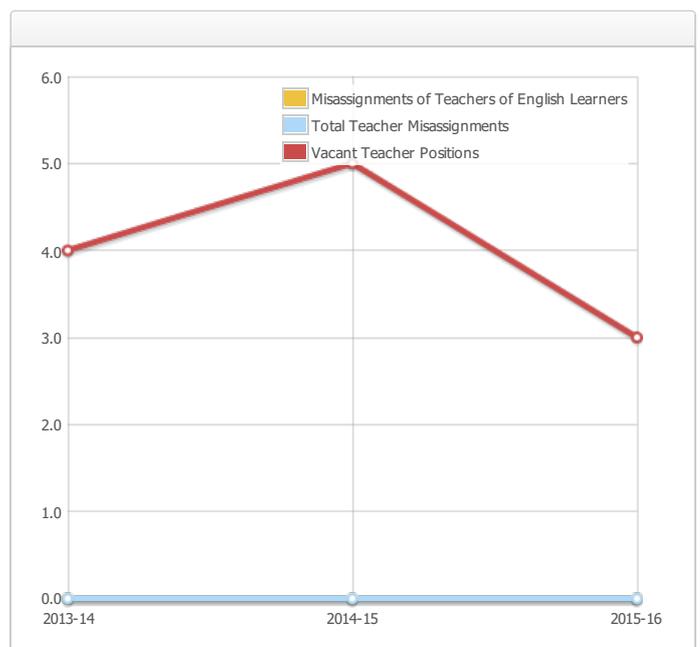
Teachers	School		District
	2013-14	2014-15	2015-16
With Full Credential	122	85	84
Without Full Credential	7	8	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



Last updated: 2/3/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	4	5	3



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: 2/3/2016

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

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-5: MacMillan McGraw-Hill (Treasures), 2010</p> <p>Grades 6-8: Hampton-Brown (High Point), 2007; Glencoe/McGraw-Hill (Treasures), 2010</p> <p>Grades 9-12: Hampton-Brown (Edge), 2011; Center Stage, 2009; Glencoe/McGraw-Hill (Treasures), 2010</p>	Yes	0.0 %
Mathematics	<p>Grades K-6: Marshall Cavendish Int'l, 2014, 2009</p> <p>Grades 7-8: Glencoe/McGraw-Hill, 2009</p> <p>Grades 9-12: Glencoe/McGraw-Hill, 2009</p>	Yes	0.0 %
Science	<p>Grades K-5: Harcourt, 2000</p> <p>Grades 6-8: Pearson Prentice Hall, 2009</p> <p>Grades 9-12: AGS, 2004; Glencoe, 2010</p>	Yes	0.0 %
History-Social Science	<p>Grades K-5: Harcourt School Publishers, 2007</p> <p>Grades 6-8: McGraw-Hill, 2015</p> <p>Grades 9-12: McGraw-Hill, 2014</p>	Yes	0.0 %
Foreign Language			0.0 %
Health	<p>Grades 6-8: Holt, Rinehart & Winston, 2004</p> <p>Grades 9-12: Pearson, 2014</p>	Yes	0.0 %
Visual and Performing Arts	<p>Grades 9-12: Meriwether Publishing, 2009</p>		0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/12/2016

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.

1. CTEC Project:

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

2. Gym Project:

The anticipated date for starting the gymnasium project is currently under construction anticipated opening the end of 2016.

3. Kitchen Project:

The actual kitchen construction renovation has begun. Anticipated completion October 2016.

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.

2015

School Facility Conditions and Planned Improvements - Good/submitted planned improvements: Elem. Classroom window abatement, Middle School canopy painting, High School storm drain system and retaining wall, High School transformer replacement, perimeter fencing project.

School Facility Good Repair Status - D7/D8 heating system repair (Waiting for parts). H/S (400) carpet replacement, M/S canopy painting, P-Building roof replacement, Exterior light improvement, Elem. entrance gates, 400 wing retaining wall/storm drainage, P-building transformer replacement.

Overall Facility Rate - Good

Last updated: 2/8/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: December 2015

Overall Rating	Good
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Last updated: 2/4/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	7.0%	7.0%	44.0%
Mathematics (grades 3-8 and 11)	4.0%	4.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	12	12	100.0%	100.0%	0.0%	0.0%	0.0%
Male	12	5	41.7%	100.0%	--	--	--
Female	12	7	58.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	6	50.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	5	41.7%	--	--	--	--
Two or More Races	12	1	8.3%	--	--	--	--
Socioeconomically Disadvantaged	12	3	25.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	12	12	100.0%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	16	16	100.0%	69.0%	13.0%	0.0%	0.0%
Male	16	10	62.5%	--	--	--	--
Female	16	6	37.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	16	1	6.3%	--	--	--	--
Hispanic or Latino	16	12	75.0%	75.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	16	3	18.8%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	16	2	12.5%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	16	13	81.3%	77.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	14	63.6%	79.0%	21.0%	0.0%	0.0%
Male	22	5	22.7%	--	--	--	--
Female	22	9	40.9%	--	--	--	--
Black or African American	22	1	4.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	4	18.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	8	36.4%	--	--	--	--
Two or More Races	22	1	4.5%	--	--	--	--
Socioeconomically Disadvantaged	22	5	22.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	22	14	63.6%	79.0%	21.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	23	95.8%	65.0%	22.0%	13.0%	0.0%
Male	24	6	25.0%	--	--	--	--
Female	24	17	70.8%	76.0%	12.0%	12.0%	0.0%
Black or African American	24	1	4.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	24	13	54.2%	92.0%	8.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	8	33.3%	--	--	--	--
Two or More Races	24	1	4.2%	--	--	--	--
Socioeconomically Disadvantaged	24	3	12.5%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	24	21	87.5%	67.0%	19.0%	14.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	10	8	80.0%	--	--	--	--
Male	10	3	30.0%	--	--	--	--
Female	10	5	50.0%	--	--	--	--
Black or African American	10	1	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	10	4	40.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	10	2	20.0%	--	--	--	--
Two or More Races	10	1	10.0%	--	--	--	--
Socioeconomically Disadvantaged	10	4	40.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	10	8	80.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	34	19	55.9%	63.0%	21.0%	11.0%	0.0%
Male	34	8	23.5%	--	--	--	--
Female	34	11	32.4%	73.0%	18.0%	0.0%	0.0%
Black or African American	34	2	5.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	34	10	29.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	34	6	17.6%	--	--	--	--
Two or More Races	34	1	2.9%	--	--	--	--
Socioeconomically Disadvantaged	34	5	14.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	34	17	50.0%	71.0%	18.0%	12.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	29	96.7%	83.0%	0.0%	14.0%	0.0%
Male	30	14	46.7%	79.0%	0.0%	21.0%	0.0%
Female	30	15	50.0%	87.0%	0.0%	7.0%	0.0%
Black or African American	30	5	16.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	16	53.3%	94.0%	0.0%	6.0%	0.0%
Native Hawaiian or Pacific Islander	30	2	6.7%	--	--	--	--
White	30	5	16.7%	--	--	--	--
Two or More Races	30	1	3.3%	--	--	--	--
Socioeconomically Disadvantaged	30	10	33.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	30	28	93.3%	82.0%	0.0%	14.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	12	12	100.0%	92.0%	8.0%	0.0%	0.0%
Male	12	5	41.7%	--	--	--	--
Female	12	7	58.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	6	50.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	5	41.7%	--	--	--	--
Two or More Races	12	1	8.3%	--	--	--	--
Socioeconomically Disadvantaged	12	3	25.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	12	12	100.0%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	16	16	100.0%	69.0%	25.0%	6.0%	0.0%
Male	16	10	62.5%	--	--	--	--
Female	16	6	37.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	16	1	6.3%	--	--	--	--
Hispanic or Latino	16	12	75.0%	83.0%	17.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	16	3	18.8%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	16	2	12.5%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	16	13	81.3%	62.0%	31.0%	8.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	14	63.6%	100.0%	0.0%	0.0%	0.0%
Male	22	5	22.7%	--	--	--	--
Female	22	9	40.9%	--	--	--	--
Black or African American	22	1	4.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	4	18.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	8	36.4%	--	--	--	--
Two or More Races	22	1	4.5%	--	--	--	--
Socioeconomically Disadvantaged	22	5	22.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	22	14	63.6%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	23	95.8%	87.0%	9.0%	4.0%	0.0%
Male	24	6	25.0%	--	--	--	--
Female	24	17	70.8%	88.0%	12.0%	0.0%	0.0%
Black or African American	24	1	4.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	24	13	54.2%	100.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	8	33.3%	--	--	--	--
Two or More Races	24	1	4.2%	--	--	--	--
Socioeconomically Disadvantaged	24	3	12.5%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	24	21	87.5%	86.0%	10.0%	5.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	10	9	90.0%	--	--	--	--
Male	10	4	40.0%	--	--	--	--
Female	10	5	50.0%	--	--	--	--
Black or African American	10	1	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	10	4	40.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	10	3	30.0%	--	--	--	--
Two or More Races	10	1	10.0%	--	--	--	--
Socioeconomically Disadvantaged	10	4	40.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	10	8	80.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	34	19	55.9%	84.0%	11.0%	0.0%	0.0%
Male	34	8	23.5%	--	--	--	--
Female	34	11	32.4%	91.0%	0.0%	0.0%	0.0%
Black or African American	34	2	5.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	34	10	29.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	34	6	17.6%	--	--	--	--
Two or More Races	34	1	2.9%	--	--	--	--
Socioeconomically Disadvantaged	34	5	14.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	34	17	50.0%	88.0%	12.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	28	93.3%	86.0%	4.0%	7.0%	4.0%
Male	30	14	46.7%	79.0%	0.0%	14.0%	7.0%
Female	30	14	46.7%	93.0%	7.0%	0.0%	0.0%
Black or African American	30	5	16.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	16	53.3%	94.0%	0.0%	6.0%	0.0%
Native Hawaiian or Pacific Islander	30	1	3.3%	--	--	--	--
White	30	5	16.7%	--	--	--	--
Two or More Races	30	1	3.3%	--	--	--	--
Socioeconomically Disadvantaged	30	10	33.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	30	27	90.0%	85.0%	4.0%	7.0%	4.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	76.0%	63.0%	45.2%	76.0%	63.0%	45.2%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	45.2%
All Students at the School	45.2%
Male	45.3%
Female	43.7%
Black or African American	67.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	43.4%
Native Hawaiian or Pacific Islander	100.0%
White	47.0%
Two or More Races	33.0%
Socioeconomically Disadvantaged	45.2%
English Learners	--
Students with Disabilities	45.2%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

Career Technical Education Programs (School Year 2014-15)

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 (Food Education and Service Training) Academy was implemented last year. The teachers (FEAST, Math, Science, Social Science and 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

Last updated: 2/8/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	152
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	28.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	78.0%

State Priority: Other Pupil Outcomes

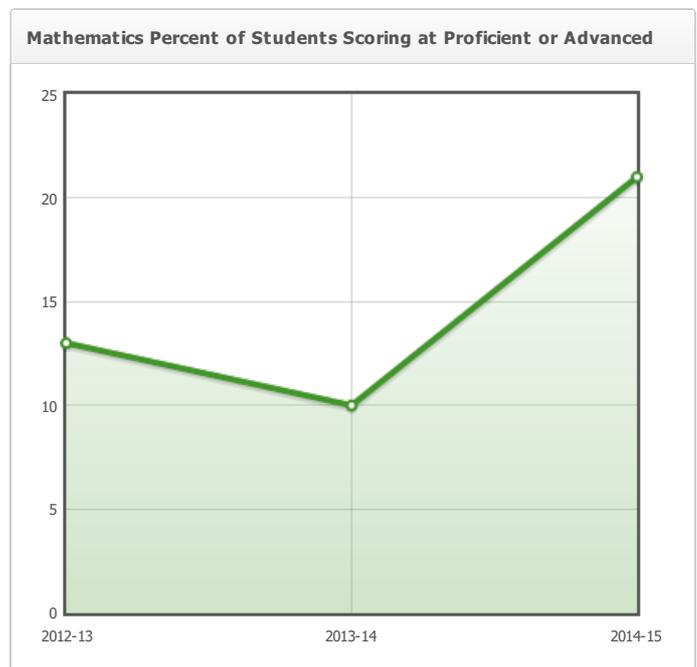
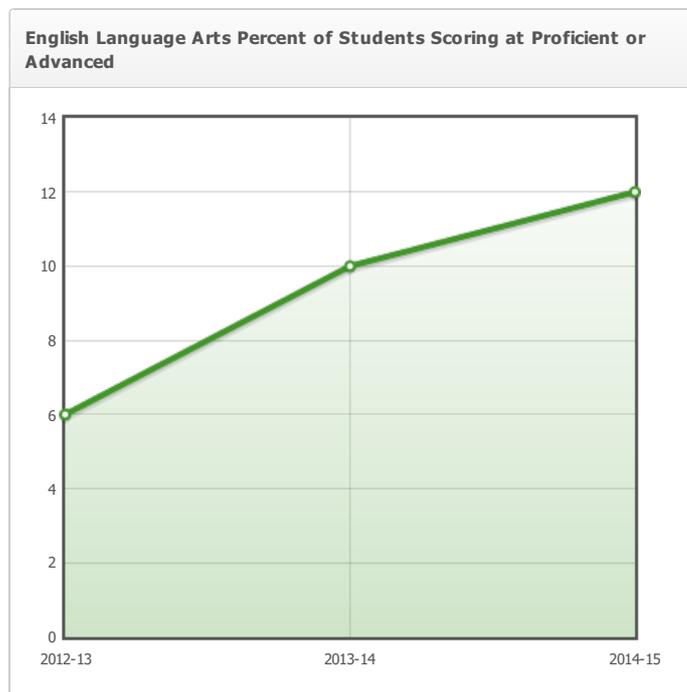
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	6.0%	10.0%	12.0%	6.0%	10.0%	12.0%	57.0%	56.0%	58.0%
Mathematics	13.0%	10.0%	21.0%	13.0%	10.0%	21.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/12/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	92.0%	8.0%	4.0%	83.0%	17.0%	4.0%
All Students at the School	92.0%	8.0%	4.0%	83.0%	17.0%	4.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	93.0%	7.0%	7.0%	79.0%	21.0%	7.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	89.0%	11.0%	6.0%	84.0%	16.0%	5.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	89.0%	11.0%	6.0%	83.0%	17.0%	4.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	92.0%	8.0%	4.0%	83.0%	17.0%	4.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7%	26.1%	26.1%
7	27.8%	5.6%	38.9%
9	19.5%	22.0%	19.5%

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: 1/12/2016

C. Engagement

State Priority: Parental Involvement

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

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

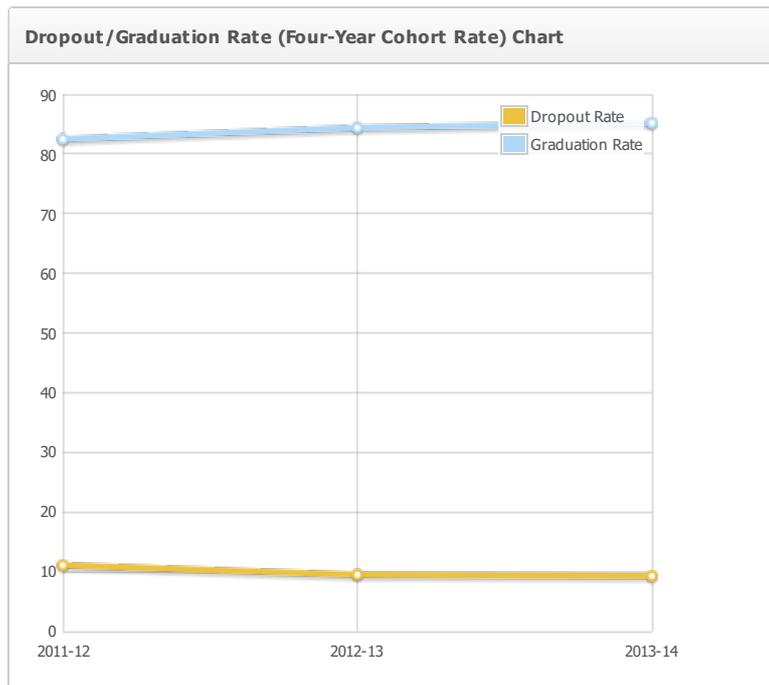
State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	11.1%	9.5%	9.3%	11.1%	9.5%	9.3%	13.1%	11.4%	11.5%
Graduation Rate	82.50	84.40	85.20	82.50	84.40	85.20	78.87	80.44	80.95



Last updated: 1/13/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	54	54	84
Black or African American	36	36	76
American Indian or Alaska Native	0	0	78
Asian	67	67	92
Filipino	67	67	96
Hispanic or Latino	63	63	81
Native Hawaiian or Pacific Islander	0	0	83
White	29	29	89
Two or More Races	100	100	82
Socioeconomically Disadvantaged	40	40	81
English Learners	0	0	50
Students with Disabilities	54	54	61
Foster Youth	--	--	--

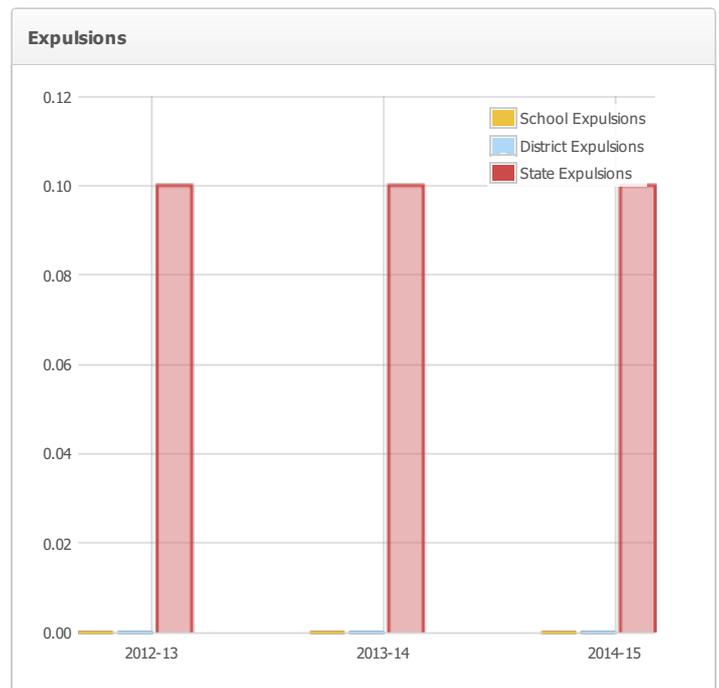
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	24.2	27.3	22.0	24.2	27.3	22.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/12/2016

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's Safety Committee evaluates the plan and updates it annually, by March 1st. 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.

Last updated: 2/8/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 2/8/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/12/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	11.0	2	0	0	4.0	3			5.0	3	0	0
1	6.0	2	0	0	5.0	2			6.0	2	0	0
2	6.0	2	0	0	6.0	2			5.0	2	0	0
3	7.0	2	0	0	6.0	2			6.0	2	0	0
4	5.0	2	0	0	6.0	2			7.0	2	0	0
5	5.0	3	0	0	7.0	3			6.0	3	0	0
6	6.0	3	0	0	6.0	3			7.0	3	0	0
Other	5.0	4	0	0	5.0	3			7.0	3	0	0

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

Last updated: 1/12/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	6.0	52	0	0	7.0	48	0	0	5.0	49	0	0
Mathematics	6.0	35	0	0	6.0	31	0	0	5.0	31	0	0
Science	6.0	19	0	0	7.0	19	0	0	6.0	16	0	0
Social Science	6.0	27	0	0	7.0	23	0	0	6.0	20	0	0

* 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: 1/12/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	149.0
Counselor (Social/Behavioral or Career Development)	6.0	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	5.5	N/A
Speech/Language/Hearing Specialist	3.0	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: 1/12/2016

Types of Services Funded (Fiscal Year 2014-15)

CSDR is a state-funded school. Students are referred to CSDR from their Local Educational Agencies (LEAs) or Special Education Local Plan Area (SELPA). The LEA contracts with CSDR to provide education and other support services.

Last updated: 2/8/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	5	0.3%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/12/2016

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) Student Accountability and State Testing**

DRDP training – ECE
 STAR (CST, CMA, CAPA) testing – all dept. (ES, MS, HS, SN)
 Smarter Balanced pilot – ES, MS, HS
 Smarter Balanced testing – ES, MS, HS
 MAP – HS
 CAA pilot – SN
 Reading/Using MAP results (off campus at Marlton)
 Understanding Test Results and State Testing – CAC/CSDR parent group
 Universal Design – part of 4 corners CSDR staff training
 Universal Design – DeafTEC at CalED
 Universal Design – CDERC off campus
 Many MAP consultations to individuals from other schools and/or parents

2) Educational Technology

ST Math
 Using NEOs
 Reading Counts
 Edutyping
 Creating Stories and Storybird
 Educating and training ES teachers on technology standards
 Using VoiceThread
 Using Quicktime Player
 Using Acrobat's features
 Train teachers on using Epson Interactive software
 Train teachers on using SMART TV and its interactive software

3) Career Technology Education

CTE Model Curriculum Standards (4 workshops)
 Rubrics
 Authentic Accountability
 Needs Assessment
 Rigor and Relevance Curriculum in CTE classes

4) Special Needs

CCSS Math & Engage
 IEP Writing to the CCC's
 CCSS Math & LEGOs
 CCSS Math Counting & Cardinality
 MS Fundraiser Planning
 Angry Birds & Physical Science Concepts

NGSS Science Planning
 Common Core ELA
 Common Core Math
 LEGOs in the Math classroom
 LEGOs Math Optional
 Singapore Math
 Special Needs Data Collection
 Special Needs Math Olympiad

5) Mathematics and Science

Common Core Shifts
 Common Core with Executive Function
 Kick Off Friday Trainings
 Math Shifts
 Physics with Literacy
 STEM & Deaf TEC 3
 CSS CSUN
 How to Write a Math Story
 Work Samples
 ELA CCSS Training
 Math Workshop
 No Opt Out
 Smarter Balanced
 Criteria Results & SLO
 Friday Training Evaluation Survey Results

6) Off Campus Training

Training - 2015 Assessment and Accountability
 Training - Annual Perkins Coordinator Training
 Structured Teaching: Visual Structure
 Social Narratives and Story Based Internet ions
 3 D Print Show
 Reducing Chronic Absenteeism
 Inside the Manipulator's Mind
 Workability 1 101 Mini Training
 DeafTec Primary Investigators Annual Meeting
 Preparing MS students for Rhetorical Reading/W
 CA Reading Association Professional Development
 Developing a Landscape of Learning (Math)
 Train the Trainer
 Other Means of Correction
 Workability 1 101 Mini training
 Supporting Students with Executive Function Deficits
 Supporting School Success for Children with Hearing Loss
 Conference
 AP Workshop - US History
 CA School Psychologist Convention
 Conceptual Approaches to algebra in Secondary Mathematics
 Deaf hood Discussion
 Supporting Students with Executive Function Deficits
 48th Professional Institute
 The Leader in Me Symposium
 ELA/ELD Textbook Adoption Toolkit: Making the Best Choices
 Next Generation Science Standards: a Focus on HS
 CAASPP Institution
 26TH Annual CTE "Paving the Way to Career Pathways"
 Supporting Students with Executive Function Deficits
 Instructional Leadership Academy
 Mean Girls
 NGSS: A Focus on Middle School
 Rodent Management Strategies
 ASLRT

Last updated: 1/12/2016