California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

For Auditory Oral School Northern California Hearing Speech Center

Address: 1234 Divisadero Street   **Phone: 415-921-7658**
Principal: Lisa Herlicy   **Grade Span: Birth-age 8**

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.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information – Most Recent Year

District Name	SFUSD	SFUSD
Phone Number	415-241-6000	415-241-6000
Superintendent	Richard Carranza	Richard Carranza
E-mail Address	www.sfusd.edu	www.sfusd.edu
Web Site	www.sfusd.edu	www.sfusd.edu

School Contact Information – Most Recent Year

School Name	Auditory Oral School	Auditory Oral School
Street	1234 Divisadero Street	1234 Divisadero Street
City, State, Zip	San Francisco, CA, 94122	San Francisco, CA, 94122
Phone Number	415-921-7658	415-921-7658
Principal	Lisa Herlicy	Lisa Herlicy
E-mail Address	Lisa@hearingspeech.org	Lisa@hearingspeech.org
Web Site	Northern California Hearing and Speech Center	Northern California Hearing and Speech Center
County-District-School (CDS) Code	38-68478-6980700	38-68478-6980700

School Description and Mission Statement – Most Recent Year

Mission Statement:

The mission of the Auditory Oral School Program is to teach children with a hearing loss/expressive language delay to be able to communicate effectively by developing auditory, speech and language skills. Children with mild to profound hearing losses using appropriate amplification are given access to spoken language through strong speech, language and auditory training focusing on individual needs, family concerns and involvement. Services are developed to meet each child's individual goals to maximize their communication development.

Educational philosophy:

The focus of our educational program is to develop strong auditory and spoken language skills for children with a hearing loss/expressive language delay to enable them to learn in a mainstream educational setting with their hearing peers. Intensive individualized instruction and family services are provided by credentialed teachers of the deaf and speech therapists. Teachers and therapists have appropriate training and experience using auditory oral methods with children who are deaf or hard of hearing or expressive language delay. We design programs for children using all modes of amplification – cochlear implants, hearing aids, bone conduction aids, and personal FM systems.

We believe skilled and experienced professionals are crucial to the successful communication development of infants, toddlers and young children with hearing loss. Our education programs are staffed by credentialed teachers of the deaf and speech therapists experienced in auditory oral instruction for infants and children

who are deaf or hard of hearing. The education staff is committed to excellence in providing speech, language and auditory training for children with hearing loss and using all forms of personal amplification.

We believe that family involvement is key to each child's success and the experienced staff works closely with each family providing training and resources, ensuring access to education, and fostering advocacy skills. Parent group meetings and activities are planned throughout the year to address topics of interest or special concerns in a supportive network. These meetings are open to all families receiving services through the educational programs. Through guidance, support and education our goal is to provide the parents with the skills to reinforce auditory, speech and language goals in their home setting.

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	0

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

Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	0%
Native Hawaiian or Pacific Islander	0%
White	75%
Two or More Races	25%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	100%

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 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	2	2	2	2
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	0	0	0

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.

Core Academic Classes Taught by Highly Qualified Teachers
(School Year 2013–14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	NA
All Schools in District	NA	NA
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

Year and month in which data were collected: October, 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2003	yes	0%
Mathematics	2007	yes	0%
Science	2010	yes	0%
History-Social Science	2007	yes	0%
Foreign Language	NA	NA	0%
Health	NA	NA	0%
Visual and Performing Arts	NA	NA	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements – Most Recent Year
Summary of Most Recent Site Inspection:

Previous Commendations:
- Positive physical learning and teaching environment.
- Organization and completeness of student files.
- Classroom displays of student work.
- Students engaged in their work and appear happy and eager to learn.
- Staff is to be commended for their care in checking each child's hearing aid or cochlear implant to see that devices are working properly.
- Staff and administration and CEO were pleasant and welcoming.
- Administration and staff were open to sharing their classrooms, speaking with reviewers regarding their lesson plans, systems for monitoring student progress, and providing access (to reviewers) to files.
- The staff and administration have a visible passion for their work, their children, and for helping students make progress towards goals and meet pre-academic and academic standards.
- Very professional approach to meeting the needs of each child.

School Facility Good Repair Status – Most Recent Year
Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	DPL	DPL	Regular maintenance

Interior: Interior Surfaces	x	DPL	DPL	Regular maintenance
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x	DPL	DPL	Regular maintenance
Electrical: Electrical	x	DPL	DPL	No repair needed currently
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x	DPL	DPL	Changing of Faucets on sinks took place in November 2014
Safety: Fire Safety, Hazardous Materials	x	DPL	DPL	Current fire inspection October 2014
Structural: Structural Damage, Roofs	x	DPL	DPL	Regular Maintenance October 2014
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x	DPL	DPL	Regular Maintenance October 2014

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
	DPL	x	DPL	DPL

B. Pupil Outcomes

State Priority: Pupil Achievement

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

These not applicable as our students are too young.
School policies:
Cognitive-Based Instruction
- Teachers prepare daily lessons targeting their students auditory, speech and language goals
- Instruction is individualized and students are placed within the curricula based on assessment of auditory , speech and language skills development
- Curriculum encourages teacher creativity and flexibility to meet individual student goals
- Curriculum focuses on a continuum to provide continuity in language and cognitive development (see supporting documents)
- Curriculum is age appropriate and comparable in scope to peers with normal hearing
- Group and individual instruction is coordinated
- Student progress in academic readiness and speech, auditory and language skills development is individually documented and recorded

Personnel
- All personnel implement consistent auditory-oral methods of instruction using well-organized and sequential curricula
- All personnel hold the appropriate credentials, licenses and/or certificates
- All personnel are knowledgeable about typical and atypical child development
- All personnel are knowledgeable about the use of amplification including hearing aids, bone-anchored hearing aids, cochlear implants and FM systems
- All personnel utilize audition for speech and language development
- All personnel are skilled in assessment
- All personnel are committed to professional development and willingly share their expertise with colleagues and families

- All personnel have experience with auditory rehabilitation with children and adults with CIs

Physical Environment
- Instructional areas are acoustically appropriate with minimal ambient noise
- Classrooms and therapy rooms are appropriately sized with adequate lighting
- Classrooms have sound field systems
- Instructional materials are varied to meet age and developmental needs
- Classrooms have observation rooms with one-way mirrors and speakers available for parents and professionals
- Therapy rooms also have observation areas available to parents and professionals
- Playground area and outdoor equipment is age appropriate and selected with awareness of necessary modifications for CIs

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results 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		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)	NA	NA	NA	NA	NA	NA	NA	NA	NA

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.

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	NA
All Students at the School	NA
Male	NA
Female	NA
Black or African American	NA
American Indian or Alaska Native	NA
Asian	NA
Filipino	NA
Hispanic or Latino	NA
Native Hawaiian or Pacific Islander	NA
White	NA
Two or More Races	NA
Socioeconomically Disadvantaged	NA
English Learners	NA
Students with Disabilities	NA
Students Receiving Migrant Education Services	NA

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	DPC	DPC	DPC
Similar Schools	DPC	DPC	DPC

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

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)

- *NA*

Career Technical Education Participation (School Year 2013–14)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	NA
2012–13 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

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 currently not applicable as our students are younger than grades represented below.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

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	DPC	DPC	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC

Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC

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.

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

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the NPS makes to seek parent input in making decisions for the school.

Opportunities for Parental Involvement – Most Recent Year

We believe that family involvement is the key to each child's success and the experienced staff works closely with each family providing training and resources, ensuring access to education, and fostering advocacy skills. Parent group meetings with topics such as Behavior Management Skills and activities that include family social events are planned throughout the year to address topics of interest to families or special events in a supportive network environment. These meetings and events are open to all families receiving services through the educational programs. Through guidance, support, and education our goal is to provide parents with the skills to reinforce audition, speech, language goals in their home and community settings. A formal parent teacher group was formed in 2008-2009 and internet communications established.

Parents are able to and encouraged to observe children in class or therapy at any time and schedule meetings upon request. Therapy sessions are recorded periodically and available to parents online using a secure password system.

We have a parent group that plans activities, holds events and plans fund raisers during the school year.

State Priority: Pupil Engagement

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

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

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	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

State Priority: School Climate

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

- Pupil suspension rates; NA
- Pupil expulsion rates; O 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	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan – Most Recent Year
Fire/Earthquake preparedness:

The Hearing and Speech Center maintains an Educational Programs Fire Drill manual containing all fire drill documentation in the business office. The Center contracts with GE (formerly Edwards Service) to have the building fire alarm system checked on a monthly basis. During the academic year, monthly fire drills are conducted in the educational program in conjunction with the fire alarm system checks.
Fire extinguishers are checked and refilled annually.
Children are conducted from the building in an orderly fashion. They walk to the corner of Eddy and Divisadero streets, where they wait until the "all clear" is noted.
There are fire alarm bells in the lobby and hallways. The classrooms, restrooms have additional flashing light alarms installed for the deaf and hard of hearing population served in this program. The garage area and all closets have sprinkler systems. There is an emergency lighting system in the event of a power outage.
Each classroom at the Hearing and Speech Center of Northern California is equipped with first aid kits. These kits are placed visibly and easily accessible. Additional first aid kits are also stored within the office of the Educational Director.

Disaster Policy

1. Fire Drills – Fire alarms are inspected on a monthly basis. At the time of the inspections, bells and alarm lights are operated and fire drills are held.

2. Earthquake Drills – Earthquake drills are held on a frequent basis. They occur unexpectedly at intervals determined by the principal.

3. Fire Response Policy – When the alarms sound, the children will quickly be formed into lines and exit the building by the door in the classroom or the nearest exit.

4. Earthquake Response Policy – When an earthquake occurs, the teacher will give the command to drop and cover. All students present in the Educational Program will immediately drop and cover. Backs are to be towards the windows. Should students and/or adults be outside during an earthquake, they are to drop and cover away from the buildings or other structures.

5. Education Policy – When movement has ceased, the principal will check all exits for hazards. After that the Principal will verbally signal an "all clear." Then all students will assemble on the playground. At the assembly area, teachers and/or therapists should:
   a. Take roll
   b. Notify the principal of any injuries, special problems, and hazardous damage

6. Retention Policy – All students will be retained at the Center until they are dismissed to the care of an adult who has been designated by the parent/guardian to pick up that child.

   Parents will indicate those adults on an emergency dismissal card at the beginning of each new year and update the information as necessary during the school year. STUDENTS WILL ONLY BE DISMISSED INTO THE CARE OF AN ADULT.

   Students will be signed out to the adult to whom they have been dismissed. This adult must show identification to the person dismissing the child.

   The sign out sheet will state the name of the person taking the child and the address at which they will both be present.

   Adults will be allowed only at the designated pick up area. This is for the safety of the children. Signs will be posted at the entrance of the Center informing parents of the pick up area.

   Teachers will check on each other. In case a teacher needs to remain with an injured student, a therapist or teacher aide will care for that class or both classes. As fewer staff members are needed

staff will be dismissed in the following order: those with families not at the Center first, then married staff, then single staff, and finally the principle and department directors.

7. Evacuation of the Center - In case of an earthquake requiring the evacuation of the building and grounds, the students and the Hearing and Speech Center of Northern California's staff will go to the nearest Emergency Shelter as directed. A sign will be left on the front and back entrances of the Center designating the locale of this Shelter.

8. Responsibilities of the principal:

   Before:
   a. Review policies with all of the staff
   b. Insure that at least member of the staff has current CPR and First Aid Training and is the designated administrator in the event of emergency.
   c. Distribute emergency dismissal cards to all the parents
   d. Maintain available First Aid supplies readily accessible in the event of an emergency
   e. Maintain food/emergency kits for each individual student in their program
   f. Maintain emergency supplies in the office and classrooms:
      1. 2 gallons water in each room
      2. candles for each classroom
      3. strong battery-run light in working order
      4. battery operated radio
      5. extra batteries checked when daylight saving time occurs (twice a year)
   g. Hold Earthquake Drills once a month
   h. Hold Fire Drills once a month
   i. Assign specific staff tasks in the event of an earthquake

   During and after an earthquake:
   a. Announce the drop procedure if possible
   b. Immediately after the tremors stop, inspect and evacuate
   c. Insure that all students are accounted for
   d. Assist the injured
   e. Inspect the building for re-entry
   f. Supervise retention and dismissal procedures.

9. Responsibilities of the teachers

   Before:
   a. Collect the emergency dismissal cards. Make a copy of each for the office
   b. Maintain a classroom emergency earthquake kit backpack. Included should be:
      1. bottled water
      2. first aid kit
      3. candles , matches, flashlight and extra batteries
      4. blanket in case of injury
      5. emergency dismissal cards attach\able to individual students
      6. medical information about students who might need special care
      7. extra medication for students receiving it on a daily basis
      8. current roll sheet to account for all pupils
      9. wrench
      10. radio and extra batteries
      11. large garbage bags

   During and after an earthquake:
   a. Make sure that all students have dropped and covered themself. Assist anyone who needs help in positioning. Drop and cover yourself.
   b. Immediately after the tremors stop, inspect and evacuate

    c. Instruct teacher aide to verbally check on the other class
    d. Evacuate the students at the direction of the principle taking emergency earthquake backpack kit
    e. Report attendance, injuries, and known hazards
    f. Remain at school until dismissed by the Principal

10. Responsibilities of the Parents

    Before:
    a. Fill out the emergency card and keep it up to date
    b. Be familiar with the school earthquake policy
    c. Be familiar with the earthquake policy regarding dismissal of students and reuniting students with families

    During and after an earthquake:
    a. DO NOT PANIC: Your child will be cared for
    b. Follow the policy of the school regarding dismissal of students
    c. DO NOT TAKE YOUR CHILD FROM SCHOOL WITHOUT SIGNING HIM/HER OUT
    d. In the event that phones do not work, always have someone designated to pick up your child if you are unable to do so yourself – This is imperative if the parents are any distance from the school site.

11. Assigned Tasks for Earthquake Drills

    a. Secure all classroom door – teacher's aides
    b. Supervise dismissal – Principal
    c. First Aid – qualified personnel
    d. Post emergency flags and/or door signs – teacher's aides
    e. Hazard checks – therapists (shut off electricity and pull all plugs)
    f. Remain with classes – teachers

    In the absence of the principle, the head therapist would function in his/her capacity.

    In the absence of the both of these individuals, then the classroom teacher or senior aide would act in their capacity.

12. Evacuation Procedures
    a. Teacher leads classes to designated areas
    b. Teachers take roll and attach emergency cards on each student
    c. Teachers report any injury and/or missing students to the Program Director
    d. Group classes, thereby releasing some educational personnel; to their designated jobs.
    e. Office manager or head secretary that day secures Center's entrance doors and gates, then aides and Principal proceed to designated pick up area.
    f. Designated teacher aide places signs on:
        1. entrance/exit doors and gates
        2. designated pick up area
        3. first aid station
    g. When all of the above has been completed, teachers will follow instructions from the Principal on dismissal procedures.

D. Other SARC Information

Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met Graduation Rate	DPC	DPC

Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement*	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Other	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

* 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.

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	NA	NA
Counselor (Social/Behavioral or Career Development)	NA	N/A
Library Media Teacher (librarian)	NA	N/A
Library Media Services Staff (paraprofessional)	NA	N/A
Psychologist	NA	N/A
Social Worker	1	N/A
Nurse	NA	N/A
Speech/Language/Hearing Specialist	1.50	N/A
Resource Specialist (non-teaching)	NA	N/A
Other	NA	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2013–14)

- *Services for students offered are through the Social Services Department and can include events fund raisers, resources for families through the PTA and in the community.*

- *Outside organizations who supply support for student curriculum such as physical education, the arts, and support for students and their families with advocacy for their children within the education system..*

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	District	State Average

	Amount	For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement Courses (School Year 2013–14)

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

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

* Where there are student course enrollments.

Professional Development – Most Recent Three Years

- Staff is offered conferences, in-services, and meetings with professionals who offer information in different subject areas. Also, after school meetings, mentoring, student reporting data that includes, assessment, progress quarterly, team meetings, and Internet webinar programs .
- Teachers are supported through meetings and instruction for development of new curriculum, use and modeling opportunities during implementation, and instruction.
- Staff is offered three days of professional development at any point in the school year.