

California School for the Blind

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.



Dr. Sharon Sacks, Superintendent

Principal, California School for the Blind

About Our School

The administration at CSB, led by our superintendent, Sharon Zell Sacks, Ph.D., welcomes the public to our 2014-2015 SARC. As you will see, 100% of the students at our school have a visual impairment, and many have additional disabilities. Because of concerns for student confidentiality, the number and percentage of students at or above proficient are not shown for a school, an LEA, or subgroup if the number of valid scores is less than 11. CSB is a national leader in the field of serving students with severe visual impairments, and we invite you to view this report, then contact us with any questions you may have.

There are two principals at the California School for the Blind:

Ann Linville; Principal of Transition Services

Angela Martyn, Principal of Education Services

Contact

California School for the Blind
500 Walnut Ave.
Fremont, CA 94536-4365

Phone: 510-794-3800

E-mail: ssacks@csb-cde.ca.gov

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|---|
| District Name | California School for the Blind |
| Phone Number | (510) 794-3800 |
| Superintendent | Sharon Sacks |
| E-mail Address | ssacks@csb-cde.ca.gov |
| Web Site | http://www.csb-cde.ca.gov |

| School Contact Information - Most Recent Year | |
|---|---|
| School Name | California School for the Blind |
| Street | 500 Walnut Ave. |
| City, State, Zip | Fremont, Ca, 94536-4365 |
| Phone Number | 510-794-3800 |
| Principal | Dr. Sharon Sacks, Superintendent |
| E-mail Address | ssacks@csb-cde.ca.gov |
| Web Site | http://www.csb-cde.ca.gov/ |
| County-District-School (CDS) Code | 01316090131755 |

Last updated: 1/29/2016

School Description and Mission Statement - Most Recent Year

As set forth in our mission statement (below), the California School for the Blind provides intensive, disability specific educational services for enrolled students who are blind, visually impaired, have a dual sensory loss (deaf-blindness), and visually impaired/multi-disabled students, whose primary learning needs are related to their visual impairment.

In partnership with students, families, other consumers, local educational agencies, professional and community resources, the California School for the Blind prepares students to participate at their highest level of independence in their schools, workplaces, and communities.

The California School for the Blind, as a State Special School of the California Department of Education, is a statewide resource offering expertise in the low prevalence disabilities of visual impairment and deaf blindness through innovative model programs, assessment, consultation and technical assistance, professional development, research and publications, advocacy, and outreach.

The school offers classrooms for students from 5 through 21 with the need for disability specific instruction for who are visually impaired, blind, or deaf-blind students, including those with additional disabilities. The school also partners with the Fremont Unified School District to offer mainstream placements for junior high (middle school) and high school students who are on grade level or pursuing a graduation track.

The school is available for students residing within daily transportation distance (day students) and students who reside throughout California (dormitory students.) All dorm students are transported to their homes for each school weekend and school holidays. Beginning with the 2008-2009 school year, the school has made a concerted effort to expand its enrollment.

CSB also provides Assessment Services, in accordance with its statutory mission. Outreach services in the areas of low vision examinations and consultations, assistive technology, and professional development are also provided by the school. The school's mission statement is as follows:

Mission Statement

The California School for the Blind provides intensive, disability-specific educational services to students who have primary learning needs related to their visual impairment. The school serves as a statewide resource to provide expertise to Local Educational Agencies (LEAs) and families in evidenced-based assessment, specialized curriculum, cutting-edge research and technology, and innovative models of instruction that prepare students for adult life.

Vision

In partnership with Local Education Agencies (LEAs), families, students, and community constituents, the California School for the Blind strives to create an atmosphere where high expectations, leadership, thoughtful decision-making, and mutual respect between staff and students is valued to ensure positive outcomes for academic and life skills success in a technologically-advanced society.

Core Values

The California School for the Blind community believes:

- All students with visual impairments or those who are deafblind need to be given the skills necessary to reach their highest potential academically and socially whether through high school graduation or through the acquisition of functional life skills.
- Students need to be exposed to and participate in a wide range of experiential learning opportunities to maximize the potential for academic competence and independence.
- Respect and equity for all individuals in on-campus and in outreach programs supports an atmosphere of empowerment, advocacy, and life-long learning.
- Students deserve an educational environment that maintains high expectations for student performance at all times.
- Students deserve on-going opportunities to prepare for adult life through specialized instruction in vocational educational education and training, independent living skills, assistive technology, and social skills.
- Students deserve highly trained and certified professionals who are life-long learners and seek to promote excellence and innovation in every aspect of their work.

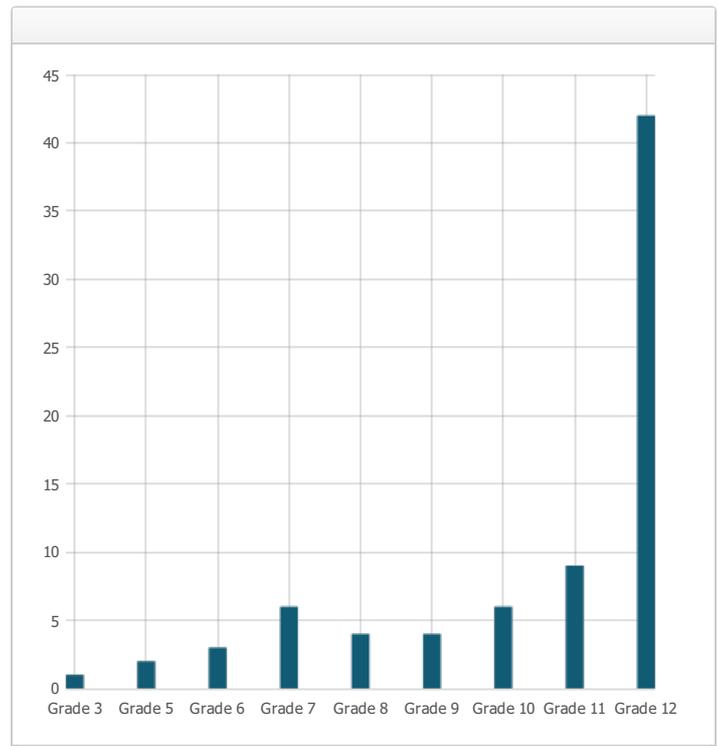
**** NOTE:**

CSB is an ungraded site, serving students with a primary disability of severe visual impairment. This is a special education school. Statewide and similar schools ranks are not applicable to special education schools. Because of concerns for student confidentiality, the number and percentage of students at or above proficient are not shown for a school, an LEA, or subgroup if the number of valid scores is less than 11. All students graduate with a certificate of attendance/ completion; some graduate with a high school diploma through our local high schools: John F. Kennedy High School, Fremont CA, and Newark Memorial High School, Newark, CA. Others through the California High School Proficiency Exam or the GED; still others graduate through the Hadley Correspondence School for the Blind. Class size ranges from 4 to 8 students, and students attend until high school graduation or until they reach their 22nd birthday.

Last updated: 1/29/2016

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

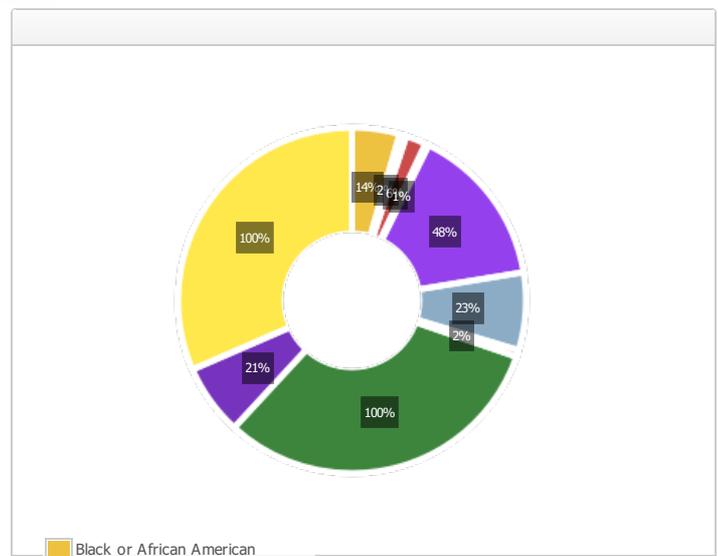
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 3 | 1 |
| Grade 5 | 2 |
| Grade 6 | 3 |
| Grade 7 | 6 |
| Grade 8 | 4 |
| Grade 9 | 4 |
| Grade 10 | 6 |
| Grade 11 | 9 |
| Grade 12 | 42 |
| Total Enrollment | 77 |



Last updated: 1/29/2016

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 14.0 % |
| American Indian or Alaska Native | 2.0 % |
| Asian | 6.0 % |
| Filipino | 1.0 % |
| Hispanic or Latino | 48.0 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 23.0 % |
| Two or More Races | 2.0 % |
| Socioeconomically Disadvantaged | 100.0 % |
| English Learners | 21.7 % |
| Students with Disabilities | 100.0 % |
| Foster Youth | 0.0 % |



Last updated: 1/29/2016

A. Conditions of Learning

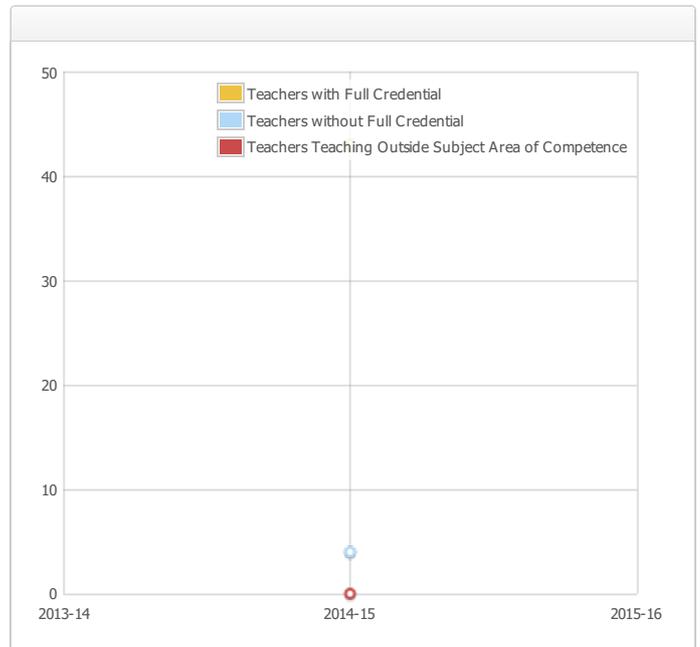
State Priority: Basic

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

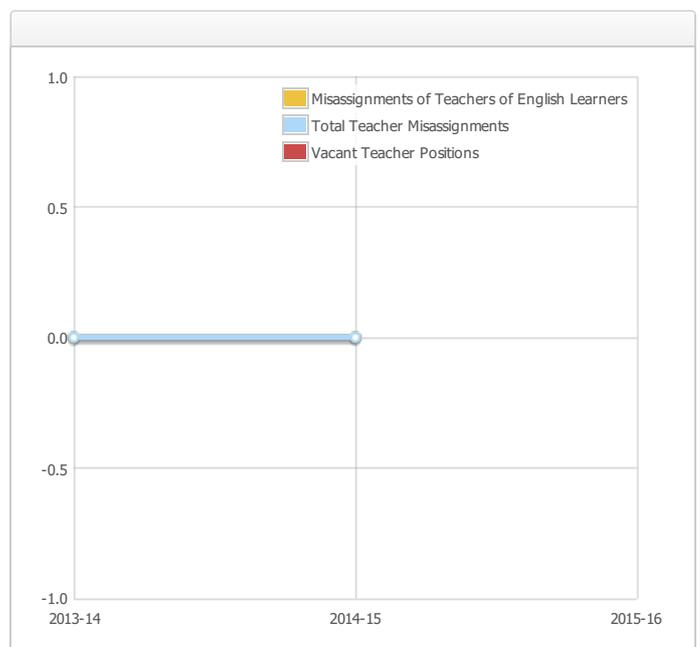
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | | 43 | | |
| Without Full Credential | | 4 | | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | | 0 | | |



Last updated: 1/29/2016

Teacher Misassignments and Vacant Teacher Positions

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



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: 1/29/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| 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 | | |
| All Schools in District | | |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

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: August 2014

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
| Reading/Language Arts | All students at CSB have access to materials in their prescribed medium of Braille, large print, and auditory materials; additionally, all students have access to assistive technology and low vision aids to assure their access to curriculum. | | 0.0 % |
| Mathematics | All students at CSB have access to materials in their prescribed medium of Braille, large print, and auditory materials; additionally, all students have access to assistive technology and low vision aids to assure their access to curriculum. | | 0.0 % |
| Science | All students at CSB have access to materials in their prescribed medium of Braille, large print, and auditory materials; additionally, all students have access to assistive technology and low vision aids to assure their access to curriculum. | | 0.0 % |
| History-Social Science | All students at CSB have access to materials in their prescribed medium of Braille, large print, and auditory materials; additionally, all students have access to assistive technology and low vision aids to assure their access to curriculum. | | 0.0 % |
| Foreign Language | All students at CSB have access to materials in their prescribed medium of Braille, large print, and auditory materials; additionally, all students have access to assistive technology and low vision aids to assure their access to curriculum. | | 0.0 % |
| Health | All students at CSB have access to materials in their prescribed medium of Braille, large print, and auditory materials; additionally, all students have access to assistive technology and low vision aids to assure their access to curriculum. | | 0.0 % |
| Visual and Performing Arts | All students at CSB have access to materials in their prescribed medium of Braille, large print, and auditory materials; additionally, all students have access to assistive technology and low vision aids to assure their access to curriculum. | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | All students at CSB have access to materials in their prescribed medium of Braille, large print, and auditory materials; additionally, all students have access to assistive technology and low vision aids to assure their access to curriculum. | | 0.0 % |

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

In our previous (2012-2013), results of the *Williams* inspection were noted; CSB continues to address items noted in that report to provide ongoing compliance with school facilities standards. In our 2013-2014 environmental health and safety inspection, CSB was scored in the "satisfactory" range in all areas with the exception of the indoor pool facility. CSB and the State of California (Division of General Services) are currently working to upgrade the pool as required by law.

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2014

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Fair | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | No current leaks. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2014

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/29/2016

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) | 0.0% | 0.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 0.0% | 0.0% | 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: 1/22/2016

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 | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| 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: 1/22/2016

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 | 3 | 3 | 100.0% | -- | -- | -- | -- |
| Male | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Female | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Black or African American | 3 | 1 | 33.3% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 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 | 3 | 3 | 100.0% | -- | -- | -- | -- |
| English Learners | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 3 | 3 | 100.0% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Male | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Female | 3 | 1 | 33.3% | -- | -- | -- | -- |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| English Learners | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 6 | 6 | 100.0% | -- | -- | -- | -- |
| Male | 6 | 4 | 66.7% | -- | -- | -- | -- |
| Female | 6 | 2 | 33.3% | -- | -- | -- | -- |
| 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 | 6 | 3 | 50.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 6 | 2 | 33.3% | -- | -- | -- | -- |
| Two or More Races | 6 | 1 | 16.7% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | 6 | 100.0% | -- | -- | -- | -- |
| English Learners | 6 | 2 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 6 | 6 | 100.0% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 3 | 100.0% | -- | -- | -- | -- |
| Male | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Female | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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 | 3 | 3 | 100.0% | -- | -- | -- | -- |
| 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 | 3 | 3 | 100.0% | -- | -- | -- | -- |
| English Learners | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 3 | 3 | 100.0% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Male | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Female | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| English Learners | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 0 | 0.0% | -- | -- | -- | -- |
| Male | 3 | 0 | 0.0% | -- | -- | -- | -- |
| Female | 3 | 0 | 0.0% | -- | -- | -- | -- |
| 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 | 3 | 0 | 0.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 3 | 0 | 0.0% | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 3 | 0 | 0.0% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 3 | 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: 1/20/2016

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 | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 3 | 100.0% | -- | -- | -- | -- |
| Male | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Female | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Black or African American | 3 | 1 | 33.3% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 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 | 3 | 3 | 100.0% | -- | -- | -- | -- |
| English Learners | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 3 | 3 | 100.0% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Male | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Female | 3 | 1 | 33.3% | -- | -- | -- | -- |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| English Learners | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 6 | 6 | 100.0% | -- | -- | -- | -- |
| Male | 6 | 4 | 66.7% | -- | -- | -- | -- |
| Female | 6 | 2 | 33.3% | -- | -- | -- | -- |
| 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 | 6 | 3 | 50.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 6 | 2 | 33.3% | -- | -- | -- | -- |
| Two or More Races | 6 | 1 | 16.7% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | 6 | 100.0% | -- | -- | -- | -- |
| English Learners | 6 | 2 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 6 | 6 | 100.0% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Male | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Female | 3 | 1 | 33.3% | -- | -- | -- | -- |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| English Learners | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Male | 3 | 2 | 66.7% | -- | -- | -- | -- |
| Female | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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 | 3 | 2 | 66.7% | -- | -- | -- | -- |
| English Learners | 3 | 1 | 33.3% | -- | -- | -- | -- |
| Students with Disabilities | 3 | 2 | 66.7% | -- | -- | -- | -- |
| 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: 1/20/2016

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 | 3 | 0 | 0.0% | -- | -- | -- | -- |
| Male | 3 | 0 | 0.0% | -- | -- | -- | -- |
| Female | 3 | 0 | 0.0% | -- | -- | -- | -- |
| 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 | 3 | 0 | 0.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 3 | 0 | 0.0% | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 3 | 0 | 0.0% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 3 | 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: 1/20/2016

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) | -- | -- | -- | -- | -- | -- | 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: 1/20/2016

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 | -- |
| All Students at the School | -- |
| Male | -- |
| Female | -- |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | -- |
| Native Hawaiian or Pacific Islander | -- |
| White | -- |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | -- |
| 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: 1/20/2016

Career Technical Education Programs (School Year 2014-15)

CSB, in conjunction with the Department of Rehabilitation (DOR), offers a variety of programs and transition services: (1) preparation for life skills and assisted living; (2) preparation for independent living; (2) experience in and preparation for volunteer and community based recreation and leisure; (3) experience in on-campus and off-campus job and job experience; (4) experience in and training for college attendance; (5) multiple opportunities for high school graduation, including preparation for the GED, the California High School Proficiency Examination, correspondence school attendance, and mainstream high school attendance; (6) a summer transition program offered with the DOR; and (7) direct oncampus services with a DOR counselor. CSB has also supported students in local ROP programs (e.g., small engine repair, cuisine, etc.)

CSB provides work experience on campus through the student operation of a "cafe" for staff, allowing students the opportunity to build skills in customer relations, stocking and inventory, using a "talking" cash register, and preparing and selling foods made by students certified in safe food handling skills. They also have the opportunity to work in 'The Closet' an on campus thrift shop. This experience gives students the opportunity to work in a retail setting; they gain experience in customer service, cashiering skills, sorting/stocking of goods, hanging clothes and displaying items for sale. The school also initiated a gardening program. Students use the ingredients that are grown in the garden in our on campus cafe. All students at CSB have an IEP (individual education plan) to support academic and life skills instruction along with career and technical education and hands on experience.

Last updated: 1/20/2016

Career Technical Education Participation (School Year 2014-15)

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

Last updated: 1/20/2016

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission | -- |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

State Priority: Other Pupil Outcomes

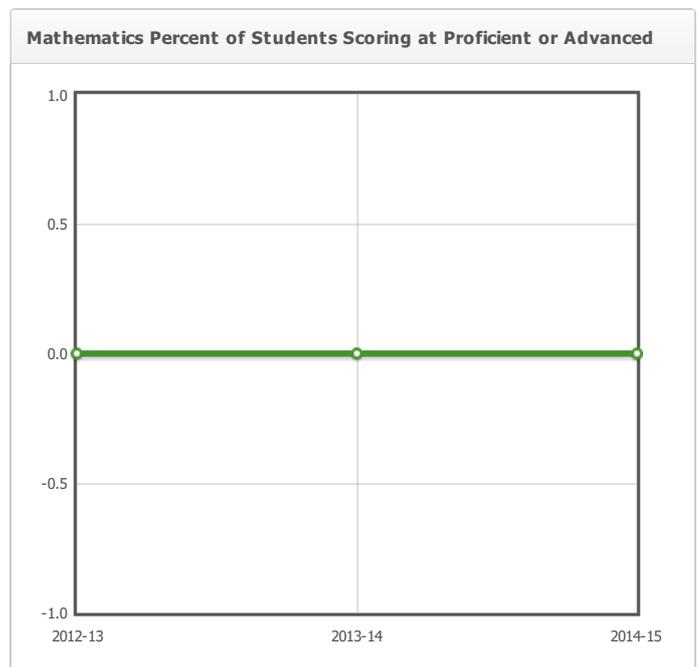
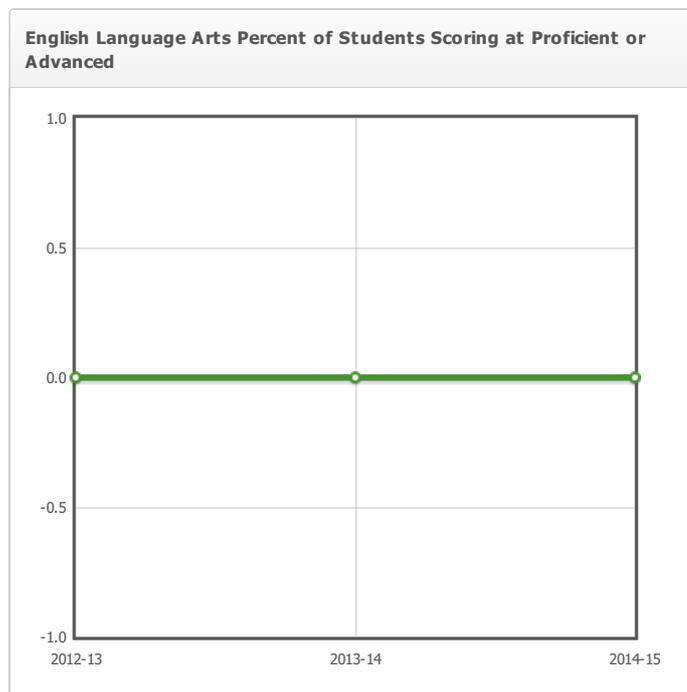
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- 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 | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 100.0% | 57.0% | 56.0% | 58.0% |
| Mathematics | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 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: 1/20/2016

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 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Students at the School | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Male | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Female | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 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 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 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 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| English Learners | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0.0% | 0.0% | 0.0% | 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 | 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: 1/20/2016

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 |

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: 1/20/2016

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

Opportunities for Parental Involvement - Most Recent Year

The Parents and Friends Association (PFA) of the California School for the Blind offers parents the opportunity to participate in the school and dormitory programs. Volunteers are encouraged to contact President Theresa de Malberbe through CSB. CSB serves students throughout California, with students attending on a daily basis or residing on campus in dormitories from Sunday afternoon through Friday afternoon.

Parents are active partners in the IEP process, and CSB's staff is in active communication with parents regarding their students' progress, recreational activities, and dormitory life. CSB also has a Scout troop for interested students.

Parents also play an active role in our Community Advisory Committee (CAC). They provide feedback for instruction at the school.

State Priority: Pupil Engagement

Last updated: 1/29/2016

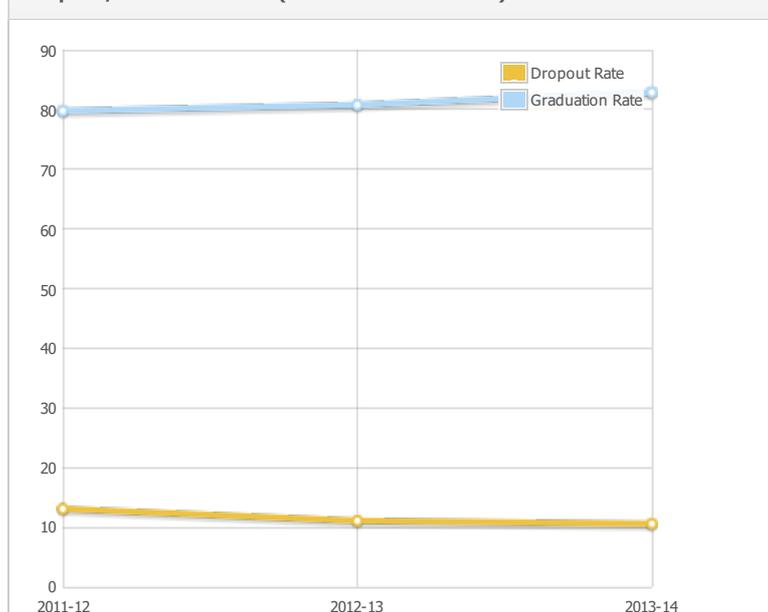
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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 | 13.1% | 11.1% | 10.6% | 13.1% | 11.1% | 10.6% | 13.1% | 11.4% | 11.5% |
| Graduation Rate | 79.80 | 80.80 | 82.90 | 79.80 | 80.80 | 82.90 | 78.87 | 80.44 | 80.95 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/29/2016

Completion of High School Graduation Requirements

| Student Group | Graduating Class of 2014 | | |
|-------------------------------------|---------------------------------|-----------------|--------------|
| | School | District | State |
| All Students | -- | 70 | 84 |
| Black or African American | -- | 62 | 76 |
| American Indian or Alaska Native | -- | 64 | 78 |
| Asian | -- | 79 | 92 |
| Filipino | -- | 90 | 96 |
| Hispanic or Latino | -- | 72 | 81 |
| Native Hawaiian or Pacific Islander | -- | 59 | 83 |
| White | -- | 72 | 89 |
| Two or More Races | -- | 74 | 82 |
| Socioeconomically Disadvantaged | -- | 69 | 81 |
| English Learners | -- | 38 | 50 |
| Students with Disabilities | -- | 43 | 61 |
| Foster Youth | -- | -- | -- |

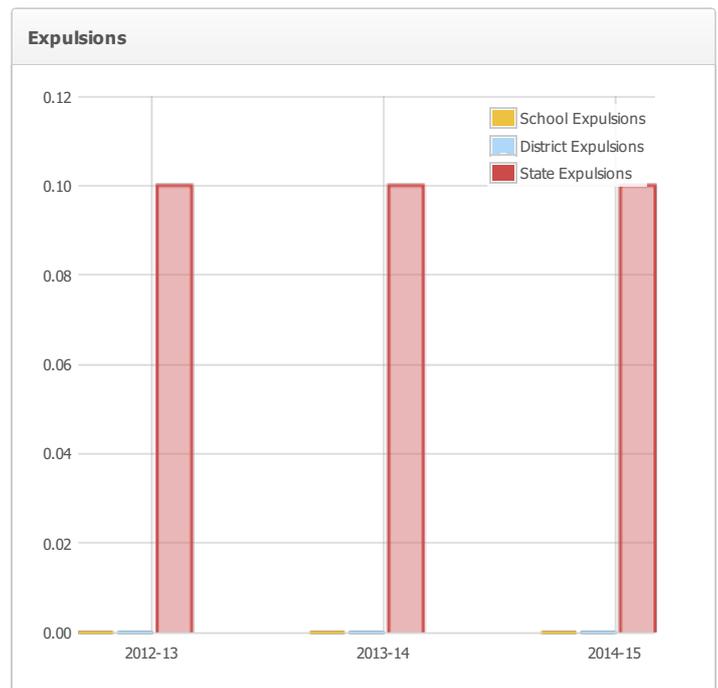
State Priority: School Climate

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 | 8.0 | 6.3 | 10.8 | 8.0 | 6.3 | 10.8 | 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: 1/29/2016

School Safety Plan - Most Recent Year

The site safety plan for the California School for the Blind is constantly under review by the School Safety Committee, chaired by Sharon Bobbit. CSB is working in conjunction with two state facilities that share our site, to coordinate disaster services for students and staff of CSB, the California School for Deaf (Fremont), and the Diagnostic Center North. Emergency supplies are stored on campus, to provide food, shelter and on-going supervision at two residential school sites. All CSB staff receive professional development and training on a variety of school and student safety measures. Questions regarding the safety plan, staff training, student needs, and current planning may be directed to 510-794-3800, extension 282, Sharon Bobbit.

Last updated: 1/29/2016

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 | | |
| Met Participation Rate - English Language Arts | Yes | | |
| Met Participation Rate - Mathematics | Yes | | |
| Met Percent Proficient - English Language Arts | N/A | | |
| Met Percent Proficient - Mathematics | N/A | | |
| Met Attendance Rate | | | |
| Met Graduation Rate | N/A | | |

Last updated: 1/29/2016

Federal Intervention Program (School Year 2015-16)

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

Note: Cells with NA values do not require data.

Last updated: 1/29/2016

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 | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

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

Last updated: 1/29/2016

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 | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

* 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: 1/29/2016

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 | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | 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: 1/29/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | -- | -- | -- | \$5146.0 |
| District | N/A | N/A | \$0.0 | \$5146.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$5348.0 | \$0.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

The California School for the Blind is funded by (1) "Proposition 98" funds; (2) State of California General Fund; and (3) minimal special education funding provided by the federal government under the IDEA. Services provided include, but are not limited to:

- 176 instructional days for each student enrolled at CSB, provided by highly qualified instructors in the common core and expanded core curriculum;
- 24 hour residential services for students residing during the week at CSB;
- Assessment services for students throughout the State of California who are blind, visually impaired, and deaf-blind;
- Low Vision Services for students enrolled at CSB and for students throughout the State of California who are blind, visually impaired, and deaf-blind;
- Extended school year services for identified students in accordance with their individual education plan;
- Teachers of the visually impaired, orientation and mobility instruction, daily living skills instruction, Braille instruction, adapted physical education, speech and language services, music instruction, and Transition Program Services;
- Staff development for teachers, teacher specialists and CSB staff;
- Full library, textbook, and instructional materials in appropriate media (i.e., Braille, large print, audio formats);
- Assistive Technology laboratory, with direct AT instruction for CSB students, and AT support for CSB staff;
- Assistive Technology consultation and support statewide for teachers and students who are visually impaired or who instruct students who are visually impaired;
- On-site health and dining hall services for residential students;
- Standards based goals and objectives for CSB students;
- Accessible campus with indoor swimming pool, instructional kitchens, full fitness center/weight room, theater, gym, and on campus play and fitness opportunities;
- Full service educational, recreational, and transition program services for students through the age of high school graduation or age 22;
- Job related opportunities both on and off campus for CSB students, including the oncampus "Rocket Shop," "The Closet", use of assistive tools (e.g., talking cash register, bill identifiers) for employment purposes;
- On-going relationship with the Department of Rehabilitation to facilitate student contact with and eligibility for DOR services;
- Services to introduce students of age to the community college system, which does not require a high school diploma for enrollment;
- On and off campus travel, educational and recreational experiences for students of all ages to assure community based opportunities for students with severe visual impairments;
- Scouting and club activities for students of all ages;
- Teacher training placements for educators entering the field of visual impairments; and Orientation and Mobility
- Volunteer opportunities for young adults wishing to contribute to the CSB community;
- Written brochures describing CSB programs, quarterly "Braille Bites" school newsletter.

CSB welcomes tours to our campus, and to tour our facility. Please contact Annie Turner, at 510-794-3800, extension 317.

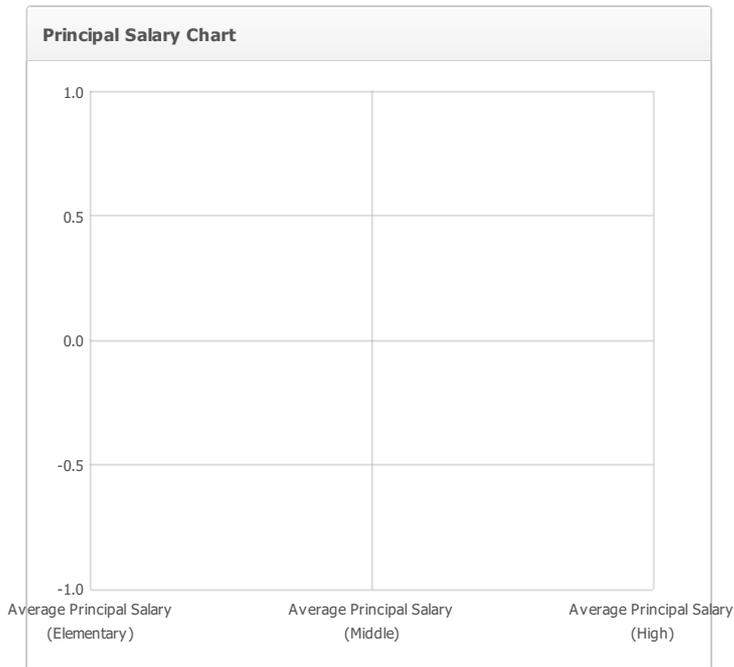
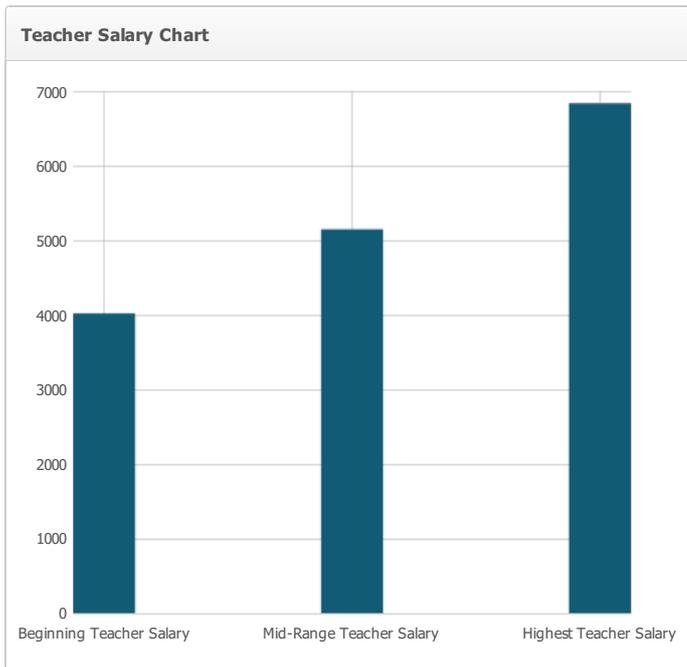
Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$4,017 | -- |
| Mid-Range Teacher Salary | \$5,146 | -- |
| Highest Teacher Salary | \$6,835 | -- |
| Average Principal Salary (Elementary) | -- | -- |
| Average Principal Salary (Middle) | -- | -- |
| Average Principal Salary (High) | -- | -- |
| Superintendent Salary | -- | -- |

| | | |
|---|----|----|
| Percent of Budget for Teacher Salaries | -- | -- |
| Percent of Budget for Administrative Salaries | -- | -- |

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



Last updated: 1/29/2016

Advanced Placement Courses (School Year 2014-15)

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

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/29/2016

Professional Development – Most Recent Three Years

CSB also created professional learning curriculum and course content. Teachers also received training in UEB. By collective bargaining agreement, CSB provides eight full days of professional development to educational staff. Additionally, all staff participate in the following mandatory trainings:

- Child abuse reporting;
- Confidentiality of state records;
- Confidentiality of student records;
- Internet privacy issues;
- Updates on federal and state law as they apply to CSB employees.

Major areas of focus are determined by the administration, most particularly by our Superintendent, Sharon Sacks, Ph.D. Dr. Sacks may be contacted at 510-794-3800, extension 201, or ssacks@csab-cde.ca.gov. Topics of training over the past years have included: standards based IEP drafting and implementation, emergency preparedness and first aid, common core curriculum, assistive technology, and school bullying prevention and related issues. For the 2013-14 school year, career and technical education, mathematics instruction, assistive technology and community services were part of the professional development schedule.

Last updated: 1/29/2016