

California School for the Blind

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

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Dr. Sharon Sacks, Superintendent

Principal, California School for the Blind

About Our School

The administration at CSB, led by our new superintendent, Sharon Zell Sacks, Ph.D., welcomes the public to our 2013-2014 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; Director of Secondary Education and Transition Services

Maureen Reardon, J.D.; Director of Elementary Education and Student Information Service

Contact

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

School	
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

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

Last updated: 2/3/2015

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.

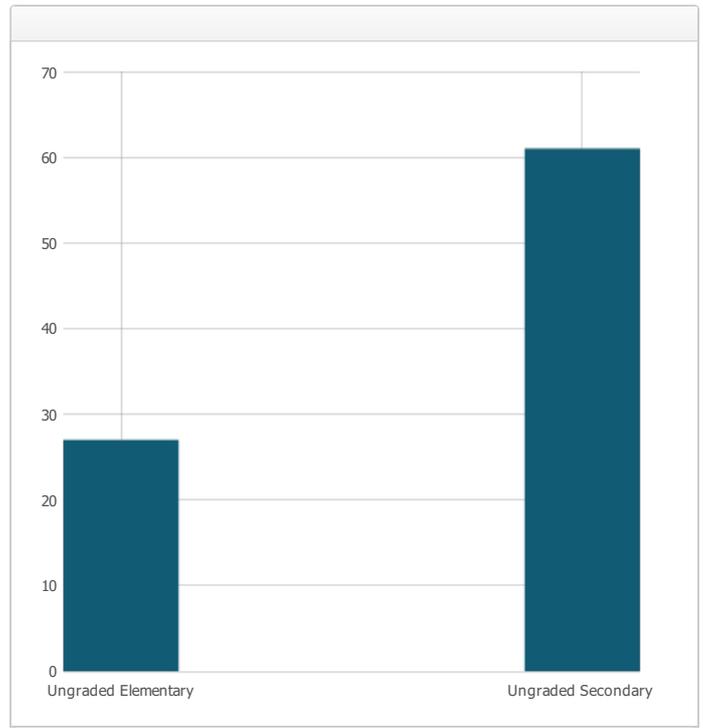
**** NOTE:**

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 school, John F. Kennedy High School, Fremont 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: 2/3/2015

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

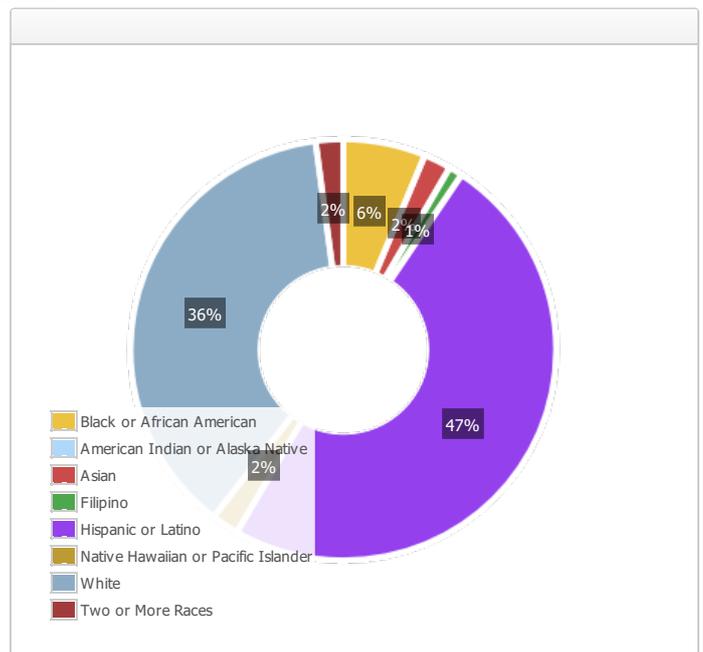
Grade Level	Number of Students
Ungraded Elementary	27
Ungraded Secondary	61
Total Enrollment	88



Last updated: 1/15/2015

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

Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.0
Asian	2.8
Filipino	1.4
Hispanic or Latino	47.2
Native Hawaiian or Pacific Islander	2.8
White	36.1
Two or More Races	2.8
Socioeconomically Disadvantaged	98.6
English Learners	9.7
Students with Disabilities	100.0



Last updated: 1/15/2015

A. Conditions of Learning

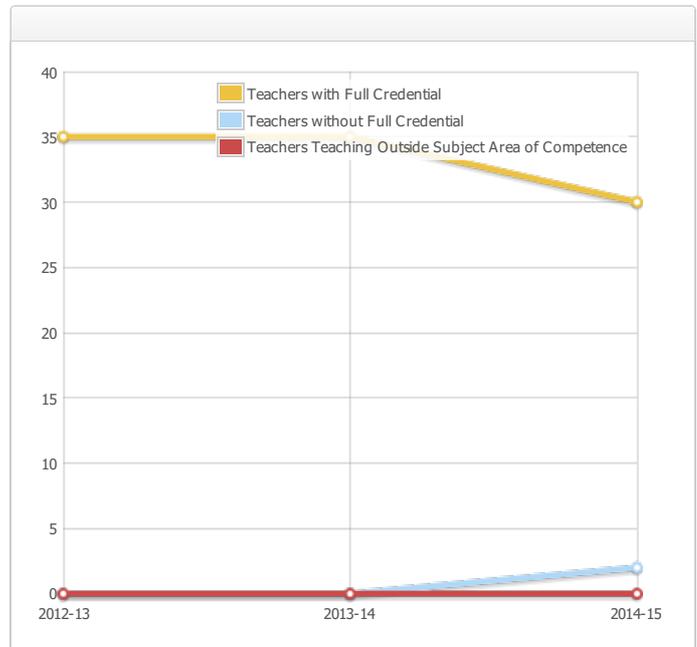
State Priority: Basic

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

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

Teacher Credentials

Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	35	35	30	30
Without Full Credential	0	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/15/2015

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

Year and month in which data were collected: August 2013

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 Eqmnt(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: 1/15/2015

School Facility Conditions and Planned Improvements - Most Recent Year

In our previous (2011-2012), 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 2012-2013 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: 1/15/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Campus wide upgrade of IT systems planned,
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Soap and towel dispensers upgraded to touchless; toilets replaced.
Safety: Fire Safety, Hazardous Materials	Good	Staff was trained in fire extinguisher use and maintenance,
Structural: Structural Damage, Roofs	Fair	No current leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground structure replaced.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/15/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	C	C	C
Similar Schools	C	C	C

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

Last updated: 1/15/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-14	59	-30
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			

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.

Last updated: 1/15/2015

Career Technical Education Programs (School Year 2013-14)

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 on-campus 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. 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: 1/15/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	61
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

State Priority: Other Pupil Outcomes

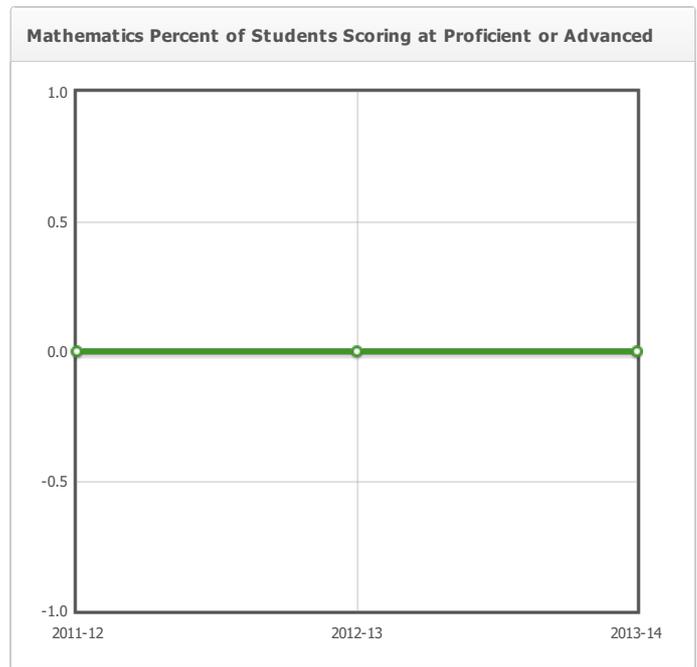
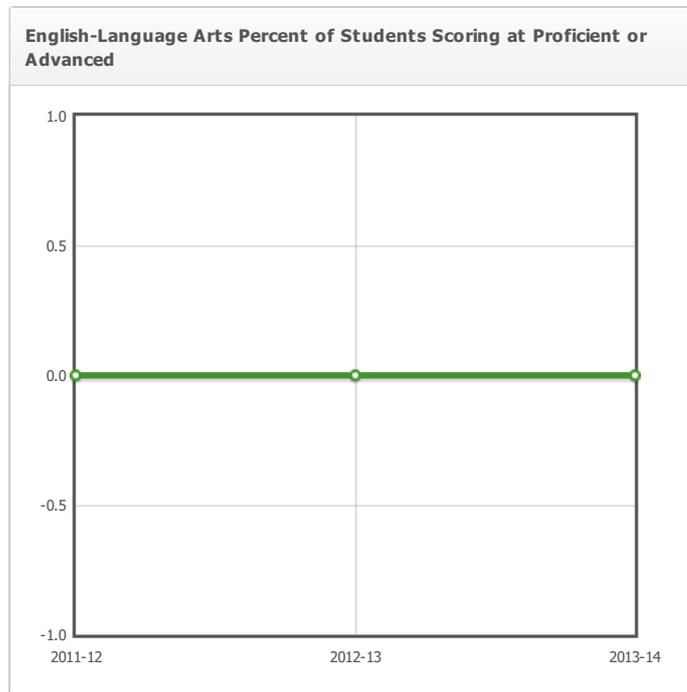
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

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	N/A	N/A	N/A	N/A	N/A	50%	56%	57%	56%
Mathematics	N/A	N/A	N/A	N/A	N/A	50%	58%	60%	62%

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



Last updated: 1/15/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

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.

State Priority: Pupil Engagement

Last updated: 1/15/2015

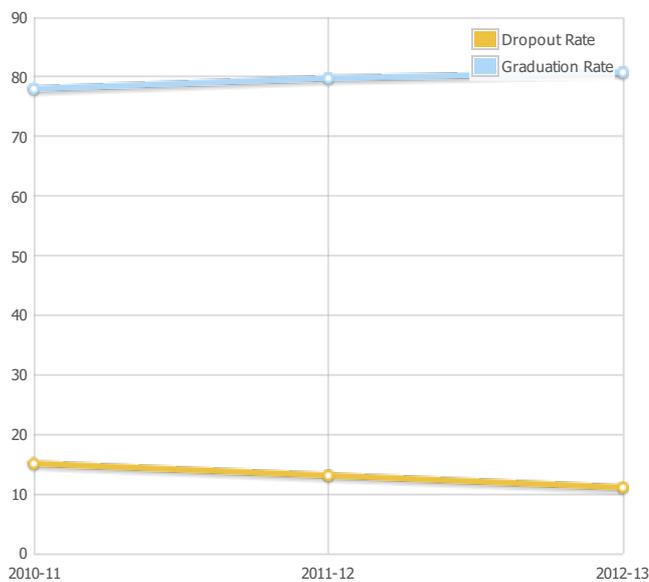
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	15.1	13.1	11.1	15.1	13.1	11.1	14.7	13.1	11.4
Graduation Rate	78	79.79	80.78	78	79.79	80.78	77.14	78.87	80.44

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



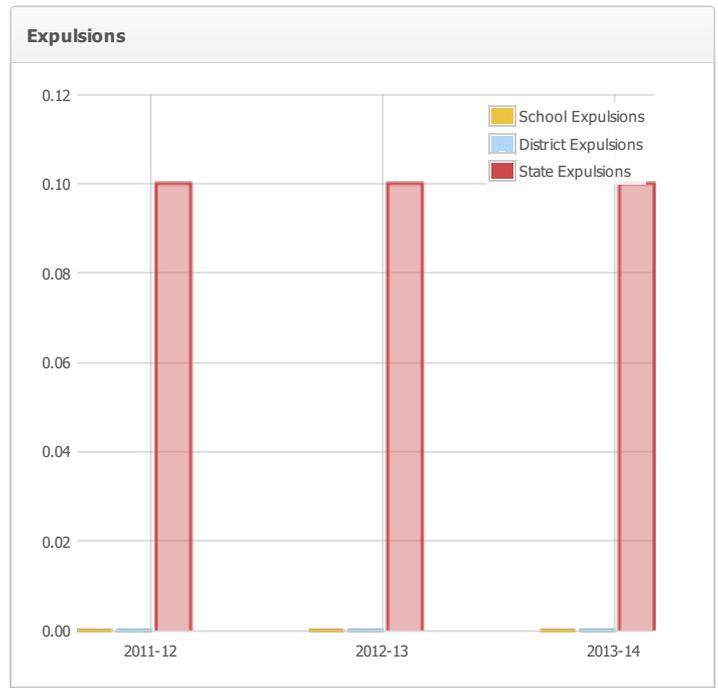
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	6.00	8.00	6.30	6.00	8.00	6.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/15/2015

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. 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: 1/15/2015

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.

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	\$90,878	\$00	\$00	\$5,246
District	N/A	N/A	\$90,878	\$5,246
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$4,690	\$00
Percent Difference – School Site and State	N/A	N/A	0.00%	0.00%

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

Last updated: 1/16/2015

Types of Services Funded (Fiscal Year 2013-14)

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 examinations 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 gym/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," 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;
- 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 Foyle, at 510-794-3800, extension 211.

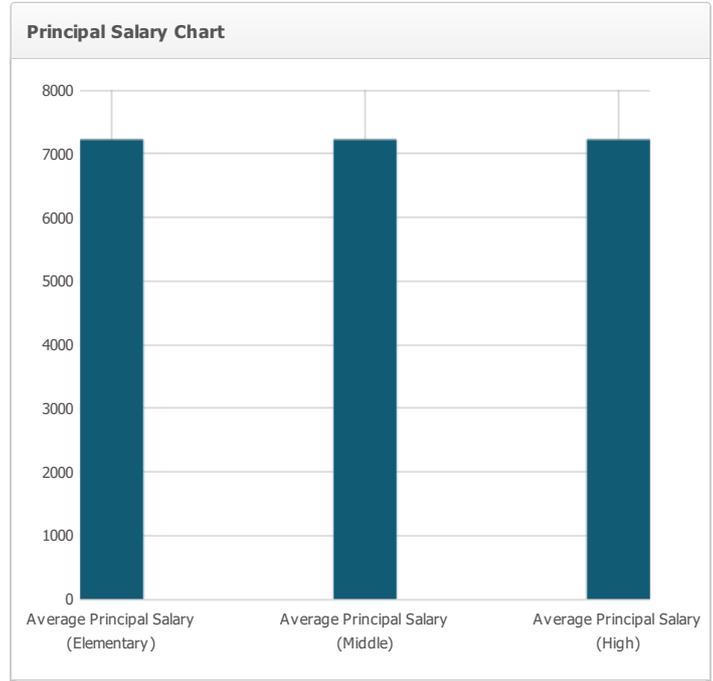
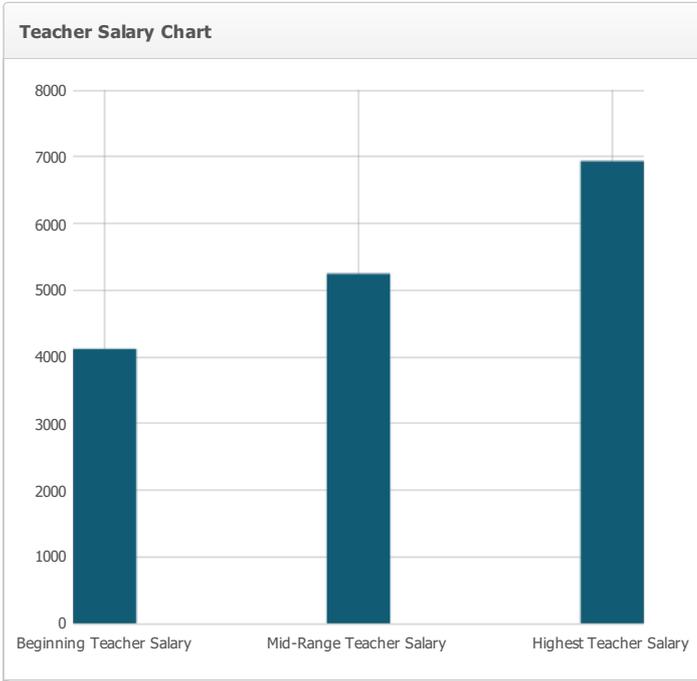
Last updated: 1/15/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$4,117	\$4,117
Mid-Range Teacher Salary	\$5,246	\$5,246
Highest Teacher Salary	\$6,935	\$6,935
Average Principal Salary (Elementary)	\$7,223	\$7,223
Average Principal Salary (Middle)	\$7,223	\$7,223
Average Principal Salary (High)	\$7,223	\$7,223

Superintendent Salary	\$10,220	\$10,220
Percent of Budget for Teacher Salaries	29.9%	29.9%
Percent of Budget for Administrative Salaries	4.5%	4.5%

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



Last updated: 1/16/2015

Professional Development – Most Recent Three Years

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 313, 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: 1/15/2015