

2010-2011 School Accountability Report Card

Oralingua School for the Hearing Impaired

Executive Summary

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Principal: Linda J. Dinow, M.A.

Grade Span: Infant to 6th Grade

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools as well as this private school. The data presented in this report are reported for the 2010-11 school year with exception of the School Finances and School Completion Data which reflect the 2009-10 school year. For additional information about the school, parents and community members, please review the entire SARC, contact the school principal or the district office.

ABOUT THIS SCHOOL

Oralingua School for the Hearing Impaired is a private non-profit school, designated as a "non-public school" by the California Department of Education and contracting districts. It serves children who are deaf and hard of hearing from infancy through 12 years old. Oralingua's mission is to immerse children in a language-enriched environment that promotes listening skills, spoken language, problem solving and social interaction that will enable them to function effectively in society while supporting their families who share those goals for their children.

Oralingua teaches students how to listen and talk using an aural/oral method. This method emphasizes a listening environment and provides students with the tools to attach meaning to the sounds they hear. Students develop the ability to recognize and comprehend speech using the auditory signal provided by high-tech listening devices such as cochlear implants and hearing aids. Their ability to understand what is being said is enhanced by a variety of auditory experiences. Immersion in this kind of learning environment enables students to develop good expressive language and acquire more age-appropriate speech.

Our students reside in over 25 districts throughout California. Most students are funded by their district of residence. We provide elementary classes for grades K-6 and offer the following services: Parent-infant tutoring, speech and language therapy, aural habilitation, auditory-verbal therapy, occupational therapy, parent education and counseling, audiological services, new student assessments, toddler and preschool classes, individual tutoring and support for mainstreamed students. Students are grouped according to chronological age and language ability. Classes are directed by qualified teachers and assisted by one teacher's assistant. Parent participation is strongly encouraged.

Academic materials and goals are adapted from local district and state guidelines. Language, social interaction and cognitive skills are designed to support skills expected in a traditional school setting. Oralingua works closely with parents and school districts to develop appropriate goals and objectives through the IEP/IFSP process. New students are assessed before entering the program. Exiting students must demonstrate specific skills in listening, language, speech, social/emotional and academics before being recommended for a mainstream program with hearing peers. Student progress is closely monitored throughout the year to ensure that IEP/IFSP goals are being met.

STUDENT ENROLLMENT

| <u>Group</u> | <u>Enrollment</u> |
|------------------------------------|-------------------|
| • Number of Students (D/HH) | 74 |
| • Number of Students (Hearing) | 1 |
| • Black or African American | 3% |
| • American Indian or Alaska Native | 0% |
| • Asian | 7% |
| • Filipino | 0% |
| • Hispanic or Latino | 68% |
| • Native Hawaiian/Pacific Islander | 1% |
| • White (not of Hispanic origin) | 18% |
| • Students with Disabilities | 99% |

TEACHERS

| <u>Indicator</u> | <u>Teachers</u> |
|-------------------------------------|-----------------|
| • Teachers with credentials/permits | 14 |

STUDENT PERFORMANCE

Not calculated due to confidentiality for small number of students tested

ACADEMIC PROGRESS¹

| <u>Indicator</u> | <u>Result</u> |
|---|---------------|
| • 2010 Growth API Score (from 2010 Growth API Report) | N/A |
| • Statewide Rank (from 2009 Base API Report) | N/A |
| • Met All 2010 AYP Requirements | YES |
| • Number of AYP Criteria met out of the total number of criteria possible | N/A |
| • 2010–11 Program Improvement Status (PI Year) | N/A |

SCHOOL FACILITIES

Summary of Most Recent Site Inspection

No Violations Reported

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

¹ The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

CURRICULUM AND INSTRUCTIONAL MATERIALS

SCHOOL FINANCES

| <u>Core Curriculum Area</u> | <u>Pupils who lack text books and instructional materials</u> | <u>Level</u> | <u>Expenditures per Pupil (Unrestricted sources only)</u> |
|--------------------------------|---|--------------|---|
| • Reading/Language Arts | 0% | School Site | approx. \$24,000 |
| • Mathematics | 0% | | |
| • Science | 0% | | |
| • History-Social Science | 0% | | |
| • Foreign Language | N/A | | |
| • Health | 0% | | |
| • Visual and Performing Arts | 0% | | |
| • Science Laboratory Equipment | | | |
| • (grades 9-12) | N/A | | |

| SCHOOL COMPLETION | |
|---------------------------------|---------------|
| <u>Indicator</u> | <u>Result</u> |
| Graduation Rate (if applicable) | N/A |

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

| School | | District | |
|-------------------------|---|-----------------------|-------------------------------|
| School Name | Oralingua School for the Hearing Impaired | District Name | Whittier City School District |
| Street | 7056 S. Washington Avenue | Phone Number | N/A |
| City, State, Zip | Whittier, CA 90602 | Web Site | |
| Phone Number | 562-945-8391 | Superintendent | N/A |
| Principal | Linda J. Dinow | E-mail Address | N/A |
| E-mail Address | info@oralingua.org | | |
| Website | www.oralingua.org | | |

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

The Mission of Oralingua School for the Hearing Impaired is to immerse children who are deaf or hard of hearing in a language-enriched environment that promotes listening skills, spoken language, problem solving and social interaction that will enable them to function effectively in society while supporting their families who share those goals.

We believe that children are natural learners especially in the early years, and learn best in a socially interactive and experience-oriented environment. Spoken language is modeled and encouraged throughout the day in all settings and listening is emphasized utilizing auditory verbal techniques.

Oralingua provides traditional classroom instruction for grades K-6. We offer the following additional services: Parent-Infant tutoring, speech and language therapy, aural habilitation, auditory verbal therapy, occupational therapy, parent education and counseling, audiological services, new student assessments, toddler and preschool classes, individual tutoring and support for mainstreamed alumni.

Academic materials and goals are adapted from local district and state guidelines. Language, academics, social interaction and cognitive skills are designed to support skills expected in educational settings for typically developing peers. We firmly believe that parents must be partners in the progress of their children and Parent participation is strongly encouraged and welcomed.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are an integral part of the education process at Oralingua. Cooperation between home and school is vital to each student's progress. Parents are expected to reinforce what has been discussed and taught in the classroom. Participation in school activities, the classroom, fundraising events and attendance at school meetings are critical if students are to achieve their full potential at Oralingua School for the Hearing Impaired. Morning and evening meetings are organized as detailed below:

Parent Education Meetings - Morning

Morning Parent meetings provide both parent education and parent support for families and are conducted every 4th Thursday of the month. Topics such as developing good listening skills, acquisition of natural language, cognition, social interaction, speech, behavioral issues, family dynamics and other topics are discussed in a relaxed environment. Our aim is to promote a clearer understanding of issues impacting hearing impaired children and their families. These meetings are led by various staff members or guest speakers.

All group sessions present information specific to Oralingua's curriculum, the needs of children with hearing loss, or child development issues. They are often modified to address the needs and interests of the group. Equally important is the parent's responsibility to work closely with instructors to understand the goals and objectives written specifically for their child. Regularly scheduled group meetings assist parents who are expected to reinforce student objectives at home. Parent/Infant education is ongoing as part of the parent-infant therapy sessions, and includes parent recognition of communication and developmental patterns that are shared with your child's therapist. These sessions may be extended to group meetings when appropriate.

Parent Education Meetings - Evening

Parents and staff gather in the evening once a month for Parent/Teacher meetings. Usually held on the fourth Thursday of each month at the school, these meetings bring families together to discuss information regarding curriculum areas and requirements for children with hearing loss, as well as fundraising events and other activities of the school.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 8 | Grade 8 | 0 |
| Grade 1 | 8 | Ungraded Elementary | 10 |
| Grade 2 | 11 | Grade 9 | 0 |
| Grade 3 | 6 | Grade 10 | 0 |
| Grade 4 | 3 | Grade 11 | 0 |
| Grade 5 | 4 | Grade 12 | 0 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 50 |

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 4% | White | 24% |
| American Indian or Alaska Native | 0% | Two or More Races | not available |
| Asian | 4% | Socioeconomically Disadvantaged | not available |
| Filipino | 2% | English Learners | not available |
| Hispanic or Latino | 62% | Students with Disabilities | 95% |
| Native Hawaiian/Pacific Islander | 0% | | |

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2007–08 | | | 2008–09 | | | 2009–10 | | | | | |
|-------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 10 | 1 | | | 8 | 1 | | | 5 | 2 | | |
| 1 | 8 | 1 | | | 7 | 2 | | | 6 | 1 | | |
| 2 | 3 | 1 | | | | | | | 4 | 2 | | |
| 3 | | | | | | | | | 5 | 1 | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| K-3 | | | | | 8 | 1 | | | | | | |
| 3-4 | 4 | 2 | | | 8 | 1 | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | 5 | 3 | | | 6 | 2 | | | 6 | 1 | | |

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Safety and health of our students and staff is paramount to Oralingua. Inspections are conducted at least annually by Fire and Health Departments of the City of Whittier or County of L.A. Because of the nature of our student's disabilities, age-appropriate lessons and curriculum regarding health and safety at home, at school and in the community are presented to all classrooms throughout the school year. These often include a community or parent resource in fire, health or law enforcement.

All visitors must sign in and be identified in the office. Professional and parent tours are welcomed but are always guided by Oralingua staff. All guidelines regarding fingerprinting and health clearances for staff, interns and volunteers are followed carefully.

Staff is trained yearly in CPR and First Aid by certified trainers at the local Red Cross. Fire and Emergency Drills are practiced on a regular basis and diagrams for exit plans are posted in each room. First aid and emergency packs are located in each classroom, and Supplies for extended emergency conditions are stored in a safe and accessible area, and are updated yearly. These include food and clothing supplies, and other materials that might be necessary for community disaster. Yearly Staff in-service includes discussion and review of emergency procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |
| Suspensions | 0 | 0 | 0 | n/a | n/a | n/a |
| Expulsions | 0 | 0 | 0 | n/a | n/a | n/a |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Oralingua School rents classrooms located within the St. Matthias Church building. The facility is maintained by both Oralingua custodians as well as St. Matthias personnel. Health and safety is monitored by church personnel, Oralingua School and city/county officials. School playground facilities have recently been upgraded and improved with new equipment, playing surfaces and design. Needs of students, population and technological and educational advances drive room renovations and improvements which are periodically modified.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | | |
| Interior: Interior Surfaces | | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | | |
| Electrical: Electrical | | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | X | | | |
| Safety: Fire Safety, Hazardous Materials | | X | | | |
| Structural: Structural Damage, Roofs | | X | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | | X | | | |
| Overall Rating | | X | | | |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2007–08 | 2008–09 | 2009–10 | 2009–10 |
| With Full Credential | 10 | 7 | 7 | n/a |
| Without Full Credential | 1 | 1 | 2 | n/a |
| Teaching Outside Subject Area of Competence | 1 | 1 | 2 | n/a |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

| Indicator | 2008–09 | 2009–10 | 2010–11 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 90% | 10% |
| All Schools in District | N/A | N/A |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | N/A | N/A |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | N/A | N/A |
| Counselor (Social/Behavioral or Career Development) | N/A | N/A |
| Library Media Teacher (librarian) | N/A | N/A |
| Library Media Services Staff (paraprofessional) | N/A | N/A |
| Psychologist | N/A | N/A |
| Social Worker | N/A | N/A |
| Nurse | N/A | N/A |
| Speech/Language/Hearing Specialist | 4 | N/A |
| Resource Specialist (non-teaching) | N/A | N/A |
| Other-Audiologist | 2 | N/A |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|--|--|--|--|
| Reading/Language Arts | good | 0 | Yes |
| Mathematics | good | 0 | No |
| Science | good | 0 | No |
| History-Social Science | good | 0 | Yes |
| Foreign Language | N/A | N/A | N/A |
| Health | N/A | N/A | N/A |
| Visual and Performing Arts | N/A | N/A | N/A |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | 48000 | 28000 | 20000 | 53000 |
| District | n/a | n/a | n/a | n/a |
| Percent Difference – School Site and District | n/a | n/a | n/a | n/a |
| State | n/a | n/a | n/a | n/a |
| Percent Difference – School Site and State | n/a | n/a | n/a | n/a |

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

In addition to classroom instruction, Oralingua school provides therapy and support according to need of the students. This is presented individually, in a small group or paired setting. These include: speech and language therapy, aural re(habilitation) audiological services, parent infant therapy, academic tutoring and auditory verbal therapy. Two full-time audiologists monitor hearing aids and cochlear implants, provide aural habilitation therapy and consult daily with teachers. They maintain contact with other hearing health professionals in order to ensure that students receive maximum benefit from amplification devices. Speech therapy is provided by speech language pathologist, speech therapist and speech language professional earning clinical fellowship hours. Parent infant therapy is delivered as arranged, and is designed to stimulate infants in their audition, early speech and cognitive development as family is supported and educated in needs of their child who is affected by hearing loss.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Oralingua has few students enrolled at the 2nd thru 5th grade levels. However, California State tests are administered to those students eligible as directed by LEA for each student according to district timelines and as directed in the IEP. Tests are administered by staff member trained in the administration of those tests. Accommodations outlined in each student's IEP are followed if designated. These may include repetition of directions, individual administration and extra time. Parents may request waiver of these tests in writing directed to their own school districts. Tests are returned to each district office and are scored by the districts. Scores may or may not be reported to Oralingua School. Because of the low number of students tested, confidentiality concerns prevent reporting of test scores.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Because of the low number of students tested, confidentiality concerns prevent reporting of test scores.

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

X. Accountability

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | YES | N/A |
| Participation Rate - English-Language Arts | YES | N/A |
| Participation Rate - Mathematics | YES | N/A |
| Percent Proficient - English-Language Arts | N/A | N/A |
| Percent Proficient - Mathematics | N/A | N/A |
| API | N/A | N/A |
| Graduation Rate | N/A | N/A |

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Oralingua's professional staff is comprised of teachers with advanced training, licensing and credentials in education of deaf and hard of hearing; speech therapy; speech pathology; learning handicaps, audiology; social work; auditory verbal therapy and early childhood education. Senior staff supervisors have over 25 years each of teaching within the Oralingua program. Supervision is provided in parent infant therapy; classroom instruction and management by senior staff members who are available daily for consultation and collaboration.

The program utilizes a team approach in academic, therapeutic and social interventions in grouping and placement of all students. Staff collaborates in academic, special events and school procedural and philosophical policies.

In addition to traditional subjects of language arts- reading, writing, spelling; mathematics; social studies and science, specific instruction in application of audition, spoken language, speech (articulation, prosody and pragmatics) cognition and social interaction skills are taught. A strong emphasis on perceptual and motor skills is valued, and classes participate in regularly scheduled activities in these areas which support general learning. Academic materials and goals are adapted from local districts and California State Standards that are appropriate for student skill levels.