

# Executive Summary School Accountability Report Card, 2010-11

## *Oralingua School for the Hearing Impaired-South Campus*

**Address: 221 Pawnee Street, San Marcos, CA 90278**  
**Executive Director: Elisa J. Roche**

**Phone: 760-471-5187**  
**Grade Span: Infant to 1<sup>st</sup> Grade**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2010-11 school year with the exception of the School Finances and School Completion data which are reported for the 2008-09 school year. For additional information about the school (includes the main campus in Whittier and the satellite campus in San Marcos), parents and community members, please review the entire SARC and contact the school principal or district office.

### **About This School**

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Oralingua School for the Hearing Impaired is a private non-profit school designated as a "non-public school" by contracting districts. It serves children who are deaf and hard of hearing from infancy to 1<sup>st</sup> grade (ages 0-7) at our San Marcos Campus and infancy through 6<sup>th</sup> grade at our Whittier Campus (ages 0-12). Oralingua contracts with over 30 school districts to provide services at both locations. Our program immerses children in a language-enriched environment that promotes listening, spoken language and problem solving skills in social and educational settings.

We provide the following services at the South Campus (San Marcos): Parent-Infant tutoring, toddler and preschool classes as well as Kindergarten to 1<sup>st</sup> grade classes; speech and language therapy, aural habilitation, parent education, audiological services and new student assessments. We provide the following services at the North Campus (Whittier): Parent-Infant tutoring, toddler and preschool classes as well as Kindergarten through 6<sup>th</sup> grade; speech and language therapy, aural habilitation, occupational therapy, parent education, audiological services, new student assessments and mainstream support. 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 regular education 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, spoken and receptive language, speech and academics before being recommended for a mainstream program with hearing peers. Student assessments are implemented throughout the year to evaluate continued enrollment in this program.

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### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	6
African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	0
Pacific Islander	0
White (not Hispanic)	0
Multiple or No Response	6
Students with Disabilities	6

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	1
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

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No violations noted

### Repairs Needed

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N/A

### Corrective Actions Taken or Planned

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N/A

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	%0
Mathematics	%0
Science	%0
History-Social Science	%0
Foreign Language	%0
Health	%0
Science Laboratory Equipment (grades 9-12)	%0

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 30,000 approx

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
Not calculated due to confidentiality for small number of students tested	

## Academic Progress

Indicator	Result
2008 API Growth Score (from 2007 API Growth Report)	N/A
Statewide Rank (from 2008 API Base Report)	N/A
2008-09 Program Improvement Status (PI Year)	N/A

This information refers to specific district data

## School Completion

Indicator	Result
Graduation Rate	N/A

# School Accountability Report Card

## Reported for School Year 2010-11

*Published During 2010-11*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### I. About This School

#### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Oralingua School for the Hearing Impaired	<b>District Name</b>	San Marcos Unified School District
<b>Street</b>	221 Pawnee St	<b>Phone Number</b>	760-752-1223
<b>City, State, Zip</b>	San Marcos, CA 92078	<b>School Web Site</b>	www.oringua.org
<b>Phone Number</b>	760-471-5787	<b>Superintendent</b>	N/A
<b>Exec. Dir.</b>	Elisa J. Roche	<b>E-mail Address</b>	N/A
<b>E-mail Address</b>	info@oringua.org	N/A	N/A

#### School Description and Mission Statement

This section provides information about the school's goals and programs.

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, spoken language, problem solving and social interaction skills that will enable them to function effectively in society while supporting their families who share those goals. We believe 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 audition (listening) is emphasized utilizing auditory-verbal techniques.

Oralingua provides traditional classroom instruction for Kindergarten through 6<sup>th</sup> grade at the Whittier campus and K-1<sup>st</sup> grade in San Marcos. We offer the following additional services: Parent-Infant tutoring, toddler and preschool classes, speech and language therapy, aural habilitation, occupational therapy, parent education, audiological services, new student assessments, individual tutoring and mainstream support.

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 parents must be partners in the progress of their children and parent participation is strongly encouraged and welcomed.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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 part of the requirements for enrollment in Oralingua School for the Hearing Impaired. Morning and evening meetings are organized as detailed below:

### **MORNING MEETINGS**

Morning parent education meetings provide both parent education and parent support for families and are conducted every 1<sup>st</sup> and 3<sup>rd</sup> Thursday morning 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.

### **PARENT EDUCATION**

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 shared with your child's therapist. These sessions may be extended to group meetings when appropriate.

### **EVENING PARENT/TEACHER MEETINGS**

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

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

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

## Student Enrollment by Group

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

<b>Group</b>	<b>Percent of Total Enrollment</b>	<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>African American</b>	Not collected	<b>White (not Hispanic)</b>	Not collected
<b>American Indian or Alaska Native</b>	Not collected	<b>Multiple or No Response</b>	Not collected
<b>Asian</b>	Not collected	<b>Socioeconomically Disadvantaged</b>	Not collected
<b>Filipino</b>	Not collected	<b>English Learners</b>	0
<b>Hispanic or Latino</b>	Not collected	<b>Students with Disabilities</b>	6
<b>Pacific Islander</b>	Not collected		

### 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	2008-09				2009-2010				2010-11			
	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	4	1							2	1		
1												
2												
3												
4												
5												
6												
2-3												
3-5												
2-4												
Other	4	1			4	1			4	1		

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

None.

## II. School Climate

### School Safety Plan

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

The 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 cities of San Marcos and Whittier (or County of L.A.). Because of the nature of our students' 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 school 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 strictly adhered to.

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 packs include food and clothing supplies and other materials that might be necessary for community disaster. Yearly staff inservice includes discussion and review of emergency procedures.

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Oralingua school's curriculum, procedures, skills and expectations are designed with the overarching goal of preparing students who are deaf and hard of hearing enter into traditional mainstream schools. Oralingua is careful about establishing socially appropriate behaviors and preventing disruptive or negative behavior. It's our hope students see themselves as capable, caring and likable. It is with this goal in mind that policies and systems regarding behavior have been established.

Children who understand and follow procedures and school rules are better able to learn, have an enjoyable school experience and feel secure in a school atmosphere. Families are guided in their efforts to support and reinforce these behaviors through classroom conferences, parent meetings and through written memos and notices.

Our three-tiered model of support and education ranges from universal to small group to specific individual intervention. Goals for all children are focused toward motivating best behavior for each child. Staff is expected to actively reinforce and comment on positive interactions and respond to events with awareness that many disruptions occur in open areas, transitions, and unstructured periods. Classrooms and school activities revolve around structure and specific teaching, organization and observation, and positive interactions throughout the school day. Students are encouraged to use words to express their feelings and negotiate conflicts. They are encouraged to carefully consider the feelings of others and the consequences of their actions.

## 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		
	2008-09	2009-2010	2010-11	2008-09	2009-2010	2010-11
<b>Suspensions</b>	0	0	0	N/A	N/A	N/A
<b>Expulsions</b>	0	0	0	N/A	N/A	N/A

## **III. School Facilities**

### School Facility Conditions and Improvements

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

Oralingua rents classroom space located at 221 Pawnee Street from Lantrek Management. The facility is maintained by Lantrek. Oralingua contracts with the Royalty Group for janitorial services. Health and safety is monitored by Oralingua School, San Marcos and San Diego County officials.

### School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

## IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-2010	2010-11	2010-11
With Full Credential	2	2	1	N/A
Without Full Credential	0	0	2	N/A
Teaching Outside Subject Area of Competence	0	0	0	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 No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	N/A	N/A
<b>All Schools in District</b>	N/A	N/A
<b>High-Poverty Schools in District</b>	N/A	N/A
<b>Low-Poverty Schools in District</b>	N/A	N/A

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Teaching techniques and skills at Oralingua are highly specialized and require extensive training. Staff is encouraged to keep consistent attendance. Teachers at Oralingua School are accustomed to flexible schedules and assignments. Because of small classes and team-teaching, teachers are often able to share responsibility and cover classes in case of staff absences.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers must be highly skilled not only in helping students develop abilities in traditional academics, but also in specific areas affected by hearing loss which includes listening, language development, speech and social interaction. Staff is observed by administration and supervisors regularly. Open communication and questions for administration is encouraged. Formal evaluations are done annually during the fall or spring according to California Teaching Standards for presentation, knowledge, preparation and attention to student needs.

## **V. Support Staff**

### Academic Counselors and Other Support Staff

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
<b>Academic Counselor</b>	N/A	N/A
<b>Library Media Teacher (Librarian)</b>	N/A	N/A
<b>Library Media Services Staff (paraprofessional)</b>	N/A	N/A
<b>Psychologist</b>	N/A	N/A
<b>Social Worker</b>	N/A	N/A
<b>Nurse</b>	N/A	N/A
<b>Speech/Language/Hearing Specialist</b>	2	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other - Audiologist</b>	1	N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Instructional Materials
Reading/Language Arts	good	0
Mathematics	good	0
Science	good	0
History-Social Science	good	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VII. School Finances

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to classroom instruction, Oralingua school provides therapy and support according to the need of each individual student. Therapy is presented individually, in small groups or in a paired setting. Therapy and support includes speech and language therapy, aural habilitation, audiological services, parent/infant therapy, occupational therapy and academic tutoring. Teachers and audiologist monitors hearing aids and cochlear implants.

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST 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's San Marcos Campus currently does not have students enrolled at the 2<sup>nd</sup> and 3<sup>rd</sup> and 4<sup>th</sup> 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.

### [CST 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.

See above

### **Norm-Referenced Test**

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>.

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### [NRT Results for All Students – Three-Year Comparison](#)

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### [NRT Results by Student Group – Most Recent Year](#)

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### [California High School Exit Examination](#)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Not applicable to Oralingua School: Student population - ages 0-7 (San Marcos Campus); 0-12 years old (Whittier Campus).

### [California Physical Fitness Test Results](#)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Not applicable to Oralingua School: Student population - ages 0-7 (San Marcos Campus); 0-12 years old (Whittier Campus).

## **XI. Instructional Planning and Scheduling**

### **School Instruction and Leadership**

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

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/language pathology, audiology, auditory verbal therapy and early childhood education. Supervision is provided in therapeutic and classroom settings.

The program utilizes a team approach in academic, therapeutic and social interventions in grouping and placement of all students. Staff on both campuses, collaborate on in-service activities, academic planning, special events, school procedural and philosophical policies.

In addition to the traditional subjects of English/Language Arts, Math, Social Studies and Science, Oralingua offers specific instruction to develop student skills in the areas of listening, 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.

### **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Weekly staff meetings present new concepts, research and developments within the field of hearing health as well as general education. All staff members are encouraged to attend conferences and presentations outside the school setting. Specialists are supported in attendance at association and professional conferences and report to staff on information gained. Experts in the field of curriculum, child development, motor skills and hearing health are invited to present information regularly. We regularly take advantage of training offered by local education agencies who share in-service opportunities with our school.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	59,400	36,000
1	59,400	50,400
2	59,400	50,400
3	59,400	50,400
4	59,400	54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

### Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Instructional minutes for each level exceed state requirements. New information and research on hearing health and instructional resources are provided regularly during weekly staff meetings. Staff interacts with the entire student body, share responsibility for their learning and behavior in and outside of the classroom. For this reason, students are dismissed at 1:40 each Thursday to allow staff to meet.