



Children's Choice For Hearing and Talking

CCHAT Center

Sacramento, California

School Accountability Report Card
 Reported for School Year 2005-2006
 Published During 2006-2007

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2005-06 school year.

School Information	
School Name	CCHAT Center - Sacramento
Street	9350 Kiefer Boulevard
City, State, Zip	Sacramento, CA 95826
Phone Number	916-361-7290
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Principal	Laura Turner
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School District in which NPS Resides	Sacramento City Unified School District

School Description and Mission Statement

Since opening on July 29, 1996, the CCHAT Center has occupied a unique position in the Northern California Region. CCHAT is one of three schools owned and operated by the Foundation for Hearing Research, Inc. that is based in Redwood City and headquartered at the [Jean Weingarten Peninsula Oral School for the Deaf](#) (JWPOSD). To date, CCHAT has served students from 24 school districts or county parent/infant programs.

The CCHAT Center-Sacramento is a school devoted to teaching deaf and hard of hearing children to listen and talk. Currently, 37 children are benefiting from CCHAT's program that focuses on auditory, language, speech, and cognitive development. CCHAT is state certified as a nonpublic school and is the only auditory/oral program serving deaf children in the greater Sacramento area.

Children attending CCHAT utilize a variety of amplification systems including hearing aids, cochlear implants, and personal FM systems. Through a program of individualized language therapy and a creative and imaginative curriculum, children develop competency in communication, social, and cognitive skills. With these skills they can actively participate in their local schools and within the community at large.

Mission Statement

CCHAT-Sacramento is one of three unique auditory/oral schools that collaborate and are connected by a common mission: teaching children who are deaf and hard of hearing to listen, think, and talk.

Core Values

1. Communication
2. Building a community of learners
2. Honoring and respecting individual differences
3. Change with a positive purpose
4. Commitment and responsibility to community

Educational Philosophy

The cognitively-based curriculum and individualized speech and language therapy services are the foundation of the educational philosophy at the CCHAT Center. We believe that deaf and hard of hearing children, regardless of the severity of their hearing loss, can learn to listen and communicate orally. Our small staff/student ratio ensures a caring, supportive, and nurturing environment optimizing the acquisition of listening, learning, and speaking skills. School-wide thematic-integrated instruction provides each child the opportunity to advance speech and language skills according to individual developmental needs.

Instruction at the CCHAT Center is distinctive for its emphasis on cognitive development. Children with severe to profound hearing loss are given an intensive training that focuses on the sequential development of cognitive processes as the basis for acquiring language and speech. Following the theories of Jean Piaget in child psychology, the school seeks to unfold for each child with a hearing loss, the same intellectual steps seen in the growth of a normal hearing child.

Every child at CCHAT gains from a planned teaching strategy that promotes his or her own ability to think; to express feelings and sensitivities through oral and written communication; to acquire speech and language from the manipulation of ideas; and to listen with increasing skill and sophistication. Every parent at CCHAT gains from the close partnership that exists between them and the child's therapist and teacher as they learn together how to meet each child's special needs during daily therapy and class. Parent education and counseling are a key focus of the school's total program as the school strives to empower each family with the information they need to understand their child's hearing loss and to become informed advocates for their child's future needs.

Educational Programs

CCHAT Center-Sacramento was founded to teach children who are deaf or hard of hearing to listen and talk. Through parent participation and intensive training and teaching, the children enrolled in the CCHAT Center-Sacramento receive a high quality education. The focus is on a team approach with the teacher, therapist, and

family working together to achieve one common goal. That goal is for children to leave the center and transition back into their elementary schools and participate in regular education classes with their hearing peers. Academic progress is tracked by progress reports, report cards, and IEP/IFSP benchmarks and annual goals as appropriate.

Baby & Me Programs:

The Parent, Infant and Toddler Program offers training, guidance and support to parents of the very youngest deaf and hard of hearing children while teaching them the foundation for their child's speech and language development. Participation can start immediately after early diagnosis. The "Baby and Me" playgroup class is held once a week for 1-2 hours and involves infant and parent participation. Also included are individual speech, language and auditory therapy, cochlear implant and hearing aid training and support, parent education, and a parent support network.

Toddler, Preschool, & Pre-Kindergarten Programs:

CCHAT Center-Sacramento offers preschool programs for children from 18 months to 5 years of age. The staff creates a supportive learning environment that follows the child's developmental age and individual learning styles.

- Subjects and skills are integrated, not taught separately.
- Learning takes place through active exploration and interaction with people and materials.
- Children are given choices.
- Teachers foster competence and independence.

The classes provide additional instruction that is unique to each child's needs. The standard auditory/oral program is enhanced by use of pre-reading and pre-math skills parallel to that taught in public school.

Each student who attends the Preschool program receives daily speech, language, and listening therapy. Other aspects of the CCHAT Center's programs are offered in our daily music program that utilizes Rhythmic Phonetics and other innovative methods to enhance the development of speech and language skills. Consultation and diagnostic services are also available.

Kindergarten & Primary Grade Programs:

CCHAT Center-Sacramento is certified by the State of California to provide

school based services for children through 2nd grade. All classes have a low student teacher ratio. Class size ranges from two to ten students, depending upon the lesson or activity. This ensures that individualized attention is devoted to the promotion of speech, language, listening, and thinking skills. The Center currently has kindergarten, first, and second grade classrooms.

In the elementary programs the Open Court Reading and Saxon Math curriculums are used. Instruction is guided by CCHAT Center - Sacramento's thematic unit outline and by the California Content Standards. Instruction and achievement is monitored through regular assignments and feedback is provided to students and parents through progress reports, parent conferences, and report cards.

CCHAT Center - Sacramento provides high quality standard aligned text books and instructional materials for each student. All instructional materials and text books in each core subject are current and in good condition. Students in the primary grades participate in a physical education program that meets state standards.

Mainstream Support Programs:

CCHAT Center-Sacramento operates to teach children who are deaf and hard of hearing to listen and talk and transition them into a regular education setting. Staff is committed to developing the speech, language, listening, thinking, and social skills that will allow the child to have a successful mainstream experience. Families are guided in choosing the appropriate educational placement as their child enters the mainstream experience and the school will provide mainstream support services to ensure success and assist as necessary. Additional mainstream support services are provided on an as needed basis depending upon the unique individual needs of the child.

Extended School Year Program:

CCHAT Center - Sacramento has a 15 day extended year program. We provide opportunities for each student to work in large and small group settings with hearing peers &/or siblings in a fun, less-structured environment. The same IEP/IFSP expectations are held for each student, but it is "camp" and we want them to perceive this time as different and special for them. Older students (Pre-K, Kindergarten, & Primary) will have the opportunity to work with a number of teachers throughout the day. This

is a good opportunity for students to generalize what they have learned during the school year to other situations and different people. Younger students remain with one teacher throughout the camp day. Students continue to attend individual therapy during summer camp.

Instructional Minutes

CCHAT Center - Sacramento complies with state required instructional minutes.

CCHAT Center 2005-2006 Class Schedule

Toddler 2A Class	Daily	9:00 am - 12:30 pm
Preschool	Daily	9:00 am - 12:30 pm
Pre-Kindergarten	Daily	9:00 am - 1:30 pm
Kindergarten	Daily	9:00 am - 2:30 pm
Primary	Daily	9:00 am - 2:30 pm
Baby & Me	Wednesday	9:00 am - 11:00 am

*Tuesdays will remain minimum days with all students departing at 12:30 pm.

Academic Testing Data

State mandated standardized testing is just one type of assessment tools that also include: teacher observations of students' performance in class, project based learning, performance assessments, students' portfolios, parent input, student demonstrations/presentations, homework, tests, results of tests from three year assessments, etc. Standardized achievement test scores often do not accurately reflect the conceptual knowledge of deaf and hard of hearing students. In addition to state mandated testing, CCHAT provides school assessment results and teacher reports at IEP meetings and parent conferences, which can provide parents with a better picture of their child's functioning level.

STAR testing is required beginning in second grade. For second grade, the test includes the California Standards Tests (CST) for Language Arts and Mathematics. In previous years, the results of students tested with

modifications were counted in the AYP participation rate as "tested" and in the percent proficient as "not proficient." This rule changed beginning with the 2006 AYP calculations. In the 2006 AYP reports, a student record showing the student was tested with modifications is counted in the AYP participation rate as "not tested" and is not counted in the percent proficient calculation. Beginning with the spring 2006 test administration, the Standardized Testing and Reporting (STAR) Program no longer allowed out-of-level testing. Thus, students may take the test at reading levels beyond their abilities.

Parents are legally permitted to exempt their children from participating in the STAR achievement system by writing exemption letters. Parents often choose to exempt their children from STAR testing because they do not want their children to take tests above their reading level, causing undue frustration and invalid results.

To protect student confidentiality, test scores for the 2005-2006 school year can not be shown because the number of students tested was 10 or less.

Speech, Language, & Listening Therapy

At CCHAT daily individual therapy sessions for each child is provided for a minimum of 30 minutes four times a week. This is an integral part of our educational program and provides the opportunity to integrate audition, cognition, speech, and language. Students attend pragmatic group therapy one time per week. Parents are expected to participate in each individual therapy session in the Baby & Me Program and participate at least on a weekly basis for Toddler through Primary grades, in the classroom, and in therapy. Diagnostic services, as well as therapy services, are available for children with hearing impairment not enrolled in the school.

Speech & Language Testing Data

Student speech, language, and listening progress is reported to the student's parents and LEA through reports which include: assessment results (including standardized assessments, teacher observations, performance assessments, language samples, etc.), present levels of performance, and quarterly progress on annual goals and/or benchmarks as required by the student's IEP/IFSP.

Students are encouraged to make "adequate" progress in their language development. CCHAT defines this as: A child with optimal amplification should make at least one year of language progress in one year's time. While the professional and parents should set and maintain high expectations, consideration should also be given to the unique life circumstances of each child. To protect student confidentiality, speech and language scores for the 2005-2006 school year can not be shown because the number of students tested was less than 10 per grade.

Music Program

Music, it has been said, is a universal language. Even if we do not speak the language, cannot carry a melody, or play an instrument, we can participate when people come together to share a musical experience. We can clap our hands. We can tap our feet. We can dance. We can keep the natural rhythm that is intrinsic to human beings just as our heart beat and our breathing. Music is for everyone.... including deaf children.

Speech: We practice changes in pitch, volume, and tempo as well as working on articulation, breathing, and voice quality.

Language: We sing songs that relate to the thematic units as well as familiar songs that all children know. When we sing we rhyme and rhyming is a fundamental skill necessary for reading.

Listening: We listen to the words. We listen to rhythm. We listen to melody. We listen to all kinds of different patterns. We listen to each other.

Thinking: We expand our memories by singing songs again and again. We follow patterns and repeat verses. We sing songs that encourage children to share their creativity and imagination.

We begin our school day at the CCHAT Center with twenty minutes of music. After a car or bus ride, Morning Music gives children and parents a chance to relax, move, and have fun. You never know what is going to happen in music. You might see one of the fathers rolling across the floor. You might see a 3-year old conducting a song. You might see Santa Claus falling down the chimney. Anything

is possible. In addition to the fun and spontaneity during this time, Morning Music plays a vital role in the development of speech, language, listening, and thinking.

Extracurricular Activities

All families are encouraged to involve their children in mainstream activities. Participation in activities that will provide involvement with hearing peers will broaden each student's social horizons and provide an opportunity to practice the listening and talking skills emphasized at the CCHAT Center. This will help pave the way for mainstreaming. CCHAT faculty members work with parents to identify ways to mainstream their children in age and level appropriate activities.

Opportunities for Parent Involvement

The CCHAT Center promotes and strongly encourages active parent involvement including participation in class, therapy, and school wide activities. Parental involvement is an integral component to each child's success. The highly qualified staff provides education and guidance to parents so that they may assist their child in developing independence and self-sufficiency.

Parents are asked to participate in daily morning music as well as observe and participate in speech therapy and volunteer in their child's class. Daily participation is strongly encouraged; however, center staff is always flexible to meet the needs of parents and their busy professional schedules.

All instructional departments have an open-door policy with parents. Parents are encouraged to make arrangements with the teacher or therapist before observing classes, but are welcome to drop in at any time. Parents are expected to check in at the front office prior to entering classes for safety reasons.

Parents are also encouraged to participate through involvement in: parent-teacher conferences which are held annually and upon request by the parent, teacher, or principal during the school year; triennial and annual IEP/IFSP meetings; and staffings for students who need additional educational or social/emotional interventions.

Parent education is an important component of the CCHAT program. This includes evening parent meetings held in September, November, January,

March, and May. Meetings focus on issues relating to the family, education, health care, and often include panels of adults and children who are deaf or hard of hearing. Additionally, informal gatherings of parents take place every morning in the CCHAT Parent Lounge area. More formalized Monday morning CCHAT Groups are moderated by the mother of a former CCHAT student who is now successfully mainstreamed.

Parents are always invited to join field trips and participate in special events (i.e. PJ Day, Variety Show, Fall Festival, etc.). Parents can also support the educational program by helping their children participate in the Be A Star Reading Club. Parents are informed of class activities and points of focus through weekly parent/teacher newsletters and occasional flyers.

Demographic Information

CCHAT Center - Sacramento serves deaf and hard of hearing students from birth through age 8. CCHAT offers mainstream support services for deaf and hard-of-hearing students who attend their neighborhood school. In addition, we offer private speech, language, and listening therapy for students of all ages. Data reported are the number of students in each grade served at the end of the 2005-2006 school year.

Class Size

Student Enrollment -- Grade Level

Class size is limited to 8-12 students as per the Master Contracts.

Grade Level	Enrollment	Grade Level	Enrollment
Baby & Me	1	Pre-K	6
Toddler 1	8	Kindergarten	6
Toddler 2	5	Primary 1	2
Preschool	6	Primary 2	5
Speech Therapy Only	2	Mainstream Support	3
Total Enrollment	*44		

*9 of these students are "Reverse Mainstream" or children with normal hearing. These children are included in all of the classrooms and serve as language models for the children with hearing impairment.

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	2	5%	Hispanic or Latino	8	18%
American Indian or Alaska Native	0	0%	Pacific Islander/Asian Filipino	12	27%
White (Not Hispanic)	22	50%			

School Safety

The CCHAT Center - Sacramento developed a School Safety Plan. The components of the plan include:

- Educational Code Section 35294.
- Penal Code Section 11166
- Child Abuse Reporting Policy
- Types of Abuse
- CPS Reporting Form
- Suspension/Expulsion Policy
- CPR Training
- Sexual harassment
- Disaster Procedures
- Procedures to ensure a safe & orderly environment

Issues related to the health and safety of students and staff continue to be addressed regularly.

Climate for Learning

CCHAT Center - Sacramento has developed a positive school environment that encourages and supports all students being successful. Programs such as Spirit Day, the Be A Star Reading Club, assemblies which celebrate student success, and school field trips all provide opportunities for students to be

involved in programs that promote a positive learning environment. The school discipline policy is enforced by classroom teachers and therapists throughout the school year.

School Facilities

CCHAT Center-Sacramento occupies a school building that is located on the grounds of a church. There is a beautiful playground area that is used exclusively by the children in CCHAT's program. The facility includes a school office, multipurpose room that is used for music time and special events, five therapy rooms, five classrooms, a play room, a faculty daycare facility, a full kitchen, and a parent/friend lounge.

Staff Qualifications

The CCHAT staff includes a principal, six teachers, six speech-language pathologists, five instructional aides, and a daycare provider supported by an administrative staff comprised of the Executive Director, Development Director, and School Secretary.

In compliance with IDEA 2004 and the highly qualified teacher in NCLB all teachers and therapists hold a state special education credential or are currently enrolled in an approved special education intern program.

CCHAT Center - Sacramento encourages instructional aides to obtain a 30 Day Substitute Credential from the CCTC and makes every effort to have a list of qualified substitute teachers.

Professional Development

CCHAT provides focused, ongoing professional development for all its teachers and employees. A minimum of three inservice days are built into each year as part of the teacher contract. Instructional aides are invited to attend these trainings as well. Teachers receive training in all the latest developments with hearing aids, cochlear implants, FM systems, instructional strategies and social skills development with hard-of-hearing and deaf students, and IEP/IFSP development. Teachers who are in their first two years of teaching at the CCHAT Center participate in the Teacher Mentor Program. This comprehensive training program provides an experienced master teacher to work as a coach with each new teacher.

New teachers attend workshops on topics selected for their relevance to the new teacher and work with their master teacher to set and monitor individual professional goals. Master teachers observe the new teacher in the classroom and provide feedback and support.

In addition to the school-wide training opportunities provided to staff members, each teacher and therapist receives funds to support attendance at professional conferences and workshops or to bring in a consultant to work with them on a particular need. All staff are encouraged to attend the Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell) local and national conventions.

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