



School Accountability Report Card  
Reported for School Year 2024-2025  
Published February 2026

**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: <https://www.cde.ca.gov/ta/ac/sa/index.asp>

Data presented in this report were collected from the 2024-2025 school year.

	School Information
School Name	CCHAT Center
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School District in which NPS Resides	Folsom Cordova 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. To date, CCHAT has served students from 26 school districts or county parent/infant programs.

The CCHAT Center is a school devoted to teaching children who are deaf or hard-of-hearing to listen and talk. Currently, 51 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 listening and spoken program serving children who are deaf and hard of hearing in the greater Sacramento area.

Children attending CCHAT utilize a variety of amplification systems including hearing aids, bone anchored hearing devices, cochlear implants, and personal hearing assistive technology (HAT) 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 is a unique listening and spoken language program with the mission of teaching children who are deaf and hard-of-hearing to listen and develop spoken language.

### **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 specialized speech and language therapy services are the foundation of the educational philosophy at the CCHAT Center. We believe children with hearing loss, regardless of the severity, can learn to listen and communicate with spoken language. 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 hearing loss are given 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 hearing loss the same intellectual steps seen in the growth of a child with typical hearing.

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 spoken language 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 speech therapist and teacher as they learn together how to meet each child's special needs during daily speech 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 was founded to teach children who are deaf or hard of hearing to listen and develop spoken language. Through parent participation and intensive training and teaching, the children enrolled in the CCHAT Center 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. The 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 children who are deaf or hard of hearing while teaching them the foundation for their child's speech and language development. Participation can start immediately after an 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 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. The classes use the *Happily Ever After* pre-literacy curriculum. The curriculum is designed to promote language development and pre-literacy skills for special needs children ages 2 to 6 years. The format is straightforward. Twelve favorite children's books are presented as a basis for a year-long language intervention program.

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 is certified by the State of California to provide school-based services for children through 3rd 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, second and third grade classrooms.

In the elementary programs, Benchmarks Language Arts, Houghton Mifflin Go Math! and TCI Social Studies and Science curriculums are used. Instruction is guided by CCHAT's thematic unit outline and by the California Common Core. Instruction and achievement are monitored through regular assignments and feedback is provided to students and parents through progress reports, parent conferences, and report cards.

CCHAT provides high quality standard aligned textbooks and instructional materials for each student. All instructional materials and textbooks 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 operates to teach children who are deaf and hard of hearing to listen and talk and transition them into a regular education setting. Staff are 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 when requested, CCHAT will provide mainstream support services to ensure a successful transition. 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 has a 20-day extended year “summer camp” 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 several 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 speech therapy during summer camp.

**Instructional Minutes**

CCHAT complies with state required instructional minutes.

**2024-2025 Bell Schedule**

Toddler AM Class	Daily	9:00 am – 11:30 am
Preschool & Pre-K	Daily	10:15 am – 2:45 pm
T-K/Kindergarten	Daily	9:00 am – 2:45 pm
Primary	Daily	9:00 am – 2:45 pm
Baby & Me	Tuesday	9:00 am – 10:30 am

**Academic Testing Data**

State mandated standardized testing is just one type of assessment tool. Other assessments may 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 students with hearing loss. 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.

### **Smarter Balanced Summative Assessments for English–language arts (ELA) and mathematics in grades three through eight and eleven.**

CCHAT students in grade three take the California end-of-year statewide tests in English language arts and math. These tests are called the Smarter Balanced summative assessments. The assessments are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and measure progress toward college and career readiness.

To protect student confidentiality, speech, and language scores for the 2024-2025 school year cannot be shown because the number of students tested was less than 10 per grade.

### **Desired Results Developmental Profile**

Children from birth through kindergarten entry participate in the Desired Results Developmental Profile (DRDP 2015), including children with Individualized Family Service Plans. The DRDP assessment instrument is designed for teachers to observe, document, and reflect on the learning, development, and progress of children, birth through kindergarten entry, who are enrolled in early care and education programs and before-and after-school programs. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

### **Speech, Language, & Listening Therapy**

At CCHAT, daily speech therapy sessions are provided for each child 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 2024-2025 school

year cannot be shown because the number of students tested was less than 10 per grade.

### **Audiological Program**

The CCHAT Center's instructional program depends on each child learning to use their residual hearing. For this to happen, each child must be wearing appropriate amplification, including well-fitting earmolds. Classroom teachers check amplification daily. In addition, hearing aids are checked electro-acoustically every other week. Our program utilizes the most advanced hearing assistance technology.

Currently, we have working relationships with Cochlear Americas, Advanced Bionics, and Med-El cochlear implant companies and are able to provide services for these implants.

CCHAT provides audiology as a related service for students attending our program. Services include hearing evaluation, family counseling regarding hearing levels, fitting of assistive listening devices, and troubleshooting. (We do not dispense hearing aids but are happy to discuss amplification needs.) The CCHAT Center Audiologist works closely with the educational staff, school districts, families, and local clinics to ensure a continuum of audiological care.

### **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 heartbeat 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 develop and 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.

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, 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.

Typically, all instructional departments have an open-door policy with parents. With an appointment, parents can participate in speech therapy and observe classrooms.

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

Parents are informed of class activities and points of focus through weekly parent/teacher newsletters, occasional flyers, the website, and social media platforms.

All parents are encouraged to be members of the Parent-Program-Partnership (P3.) The Parent-Program-Partnership's mission is to help every child at the CCHAT Center reach their full potential by engaging and empowering families and community to advocate for children with hearing impairment. The group has regularly scheduled educational meetings, social gatherings, and fundraisers. Monthly 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.



### **Enrollment Information**

CCHAT serves students who are deaf and hard from birth through third grade. Data reported are the number of students in each grade served at the end of the 2024-2025 school year.

### **Class Size & Student Enrollment by Grade Level**

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

Grade Level	Enrollment	Grade Level	Enrollment
Baby & Me	3	First	10
Toddler	8	Second	2
Preschool	10	Third	1
Kindergarten	10	T-K	7
Total Enrollment	*51		

\*2 of these students are "Reverse Mainstream" or children with typical hearing.

### **Student Enrollment & Racial and Ethnic Subgroups**

Data reported are the number and percentage 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	6	12%	Hispanic or Latino	13	25.5%
American Indian or Alaska Native	0	0%	Pacific Islander/Asian/Filipino	13	25.5%
White (Not Hispanic)	19	37%			

### **School Safety**

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

- Educational Code Section 35294.
- Penal Code Section 11166
- Child Abuse Reporting Policy & Training
- Types of Abuse
- CPS Reporting Form
- Suspension/Expulsion Policy
- CPR Training
- Sexual Harassment Policy
- Disaster Procedures
- Lock Down Procedures
- Procedures to ensure a safe & orderly environment
- Ouch Report
- Positive Behavior Training
- Universal Precautions
- COVID-19 Pandemic Health & Safety

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

### **Climate for Learning**

CCHAT has developed a positive school environment which encourages and supports all students to be successful. Programs such as Spirit Day, 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. CCHAT's positive behavior program is enforced by classroom teachers and speech therapists throughout the school year.

### **School Facilities**

CCHAT's facility provides an ideal learning environment for children who are deaf and hard-of-hearing. Each classroom is acoustically sound. Anti-static carpeting helps reduce any static electricity that may naturally occur as this could erase the "mapping" of a student's cochlear implant. For the students' safety there is an extra loud fire alarm system with flashing lights. The facility has a school office, a multipurpose room that is used for music time and special events, 6 classrooms, 6 speech and language therapy rooms, an on-site audiology center, a full kitchen, and a safe and well-designed playground.

### **Staff Qualifications**

The CCHAT staff includes: six teachers of the deaf, five speech-language pathologists, 2 speech language pathology assistants, six instructional aides, an audiologist, and an administrative staff comprised of the Executive Director, Development Director, and Office Manager.

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. Qualified staff have an LSLS AVT/AVEd Certification from the AG Bell Academy, identifying them as experts in listening and spoken language development.

CCHAT 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 two inservice days are built into each year as part of the teacher contract. Instructional aides are invited to attend these training courses as well. Staff receive training in all the latest developments with hearing aids, cochlear implants, HAT systems, IFSP/IEP development, and instructional strategies and social skills 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 is allotted funds to support attendance at professional conferences and workshops or to bring in a consultant to work with them on a particular need.