

# Juan Cabrillo School

School Accountability Report Card, 2011–2012  
Wiseburn Elementary School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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**SCHOOL WISE PRESS**

# Juan Cabrillo School

## School Accountability Report Card, 2011–2012 Wiseburn Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2011–2012 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://www.schoolwisepress.com/sarc/links\\_2012\\_en.html](http://www.schoolwisepress.com/sarc/links_2012_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

### How to Contact Our School

5309 W. 135th St.  
Hawthorne, CA 90250  
Principal: Margaret Lynch  
Phone: (310) 725-5400

### How to Contact Our District

13530 Aviation Blvd.  
Hawthorne, CA 90250  
Phone: (310) 643-3025  
<http://www.wiseburn.k12.ca.us/>



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# Juan Cabrillo School

School Accountability Report Card, 2011–2012  
Wiseburn Elementary School District

## » Principal's Message

Welcome to Juan Cabrillo Elementary School, a California Distinguished School, “where we grow and learn together.” We specialize in early childhood education and the celebration of learning.

Our school is special because it caters to the academic capabilities and development of young children. We have two TEDDE (Transitional Extended Developmentally Directed Education) kindergartens, five academic kindergartens, six first and six second grade classes, a special education preschool, and a Learning Center for students with special needs. The core curriculum at Cabrillo is built on the basics of language arts, reading, writing, and mathematics. Our academic focus gives students extensive experience in language arts, math, science, history/ social science, visual and performing arts, physical education, and health.

The Cabrillo staff is committed to providing an effective educational program that meets the learning needs of individual students. We rewrite our Single Plan for Student Achievement annually to address and embrace these needs. We offer all students opportunities to develop their capabilities academically, physically, and socially so they begin their academic careers loving school.

Margaret Lynch, PRINCIPAL

**Grade range  
and calendar**

**K–2**

**TRADITIONAL**

**Academic  
Performance Index**

**906**

County Average: 815

State Average: 814

**Student enrollment**

**489**

County Average: 607

State Average: 535

**Major Achievements**

- In 2011–2012 Cabrillo’s Academic Performance Index (API) remained above 900 at 906.
- Cabrillo students’ performance on the California Standards Tests in language arts and math exceeded the statewide average of all students in California.
- Cabrillo’s API growth for all students and for subgroups has met the target goals for improvement. There is essentially no gap between the overall achievement scores of students and the focus subgroup of English Language Learners.
- Cabrillo School became a California Distinguished School in 2007, was invited to reapply for California Distinguished School in 2011–2012, and was again awarded that distinction.
- In addition to California Distinguished School, Cabrillo was recognized as a Title I Academic Achievement School in 2011–2012 for academic growth and success. Cabrillo has been an identified school for providing services funded by Title I (a federal program that provides funds to work with educationally disadvantaged students) in the Wiseburn School District for over 20 years. Most of this funding is allocated to hire instructional aides who work with students during the Early Bird reading time. This practice has proved successful, because each year fewer students are performing below grade level, fewer are recommended for retention, and more second grade students achieve scores in the Advanced and Proficient ranges on the standardized test given in the spring.
- The PTA and the Wiseburn Education Foundation (WEF) support a strong infusion of visual and performing arts with the core curriculum. In 2011–2012 the PTA helped to fund and teach three sessions of Hands-on Art in every classroom. In addition, every kindergarten, first, and second grade class participated in a series of dance classes from a Music Center trained professional.

**Focus for Improvement**

- A district and school focus for 2011–2012 was the introduction of the new Common Core Standards in English Language Arts. A teacher from each grade represented Cabrillo for district work and, in turn, guided their grade level team in identifying consistencies and differences between the current State Standards and the new Common Core Standards. Teachers looked at ways to address the Common Core standards with teaching strategies and current adoption materials. In 2012–2013, grade level representatives from the elementary schools in the district will continue to work together and to update our writing assessments and teaching strategies to align to the Common Core Standards that will be implemented in 2014.
- In 2011–2012, the district provided professional development for teachers to learn the Harcourt Math online features. These features include student access to appropriate math practice on the computer at school or at home, a parent connection, and the intervention component of “Think Central” to provide students with review and additional practice. First and second grade teachers focused on teaching math facts to automaticity with daily time tests. Teachers also focused on problem solving and teaching key vocabulary for math problems. For 2012–2013, Cabrillo has grade level representatives participating in the district study of the new Common Core Standards for Math. These representative teachers will guide conversations around studying and implementing of the new Common Core Standards in 2014.
- Using the Datawise Assessment System, we will continue to analyze assessment data including results from all district assessments, the California English Language Development Test (CELDT), state standardized tests, and phonics, fluency, comprehension, and writing assessments.
- Extra help was provided for students who had difficulty meeting the California Content Standards for their grade. Three sessions of reading intervention, aligned to each trimester and lasting approximately eight weeks, were scheduled to maximize support. For 2012–2013, we will continue reading intervention with three distinct sessions so teachers can determine whether students exit intervention or continue. This year, two credentialed teachers will teach reading intervention.
- An identified district and school goal was set for consistency and continuity within and between grade levels and schools. We have aligned our English language arts assessments with second grade at Anza. Chapter tests, trimester tests, and an end-of-the-year test, and second graders taking the CST will measure progress. For 2012–2013, the emphasis on consistency and continuity will continue at the school and district level.

## MEASURES OF PROGRESS

### Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Cabrillo's API was 906 (out of 1000). This is a decline of 22 points compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2010–2011 test results, we started the 2011–2012 school year with a base API of 928. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 10 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

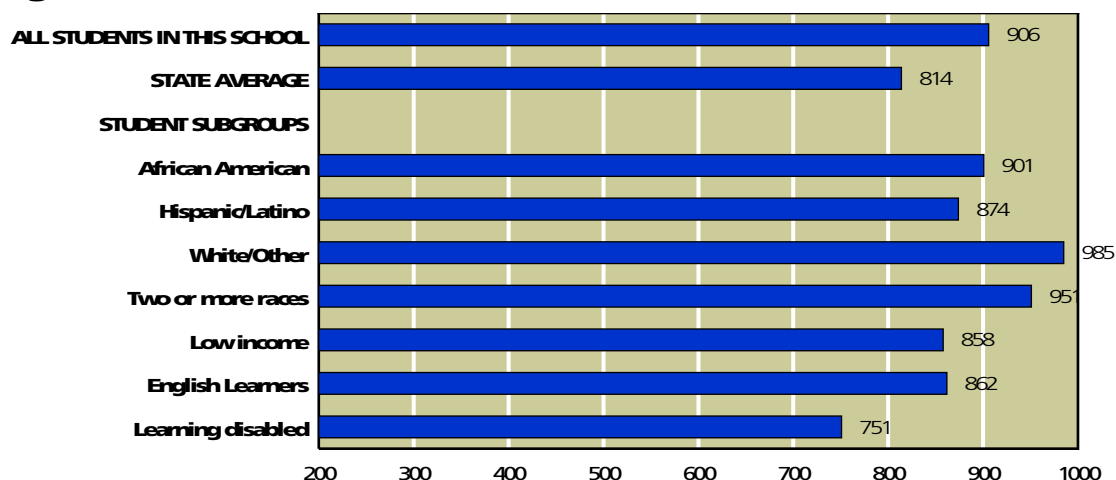
We met our assigned growth targets during the 2011–2012 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	906
Growth attained from prior year	-22
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2012 test cycle. Growth scores alone are displayed and are current as of December 2012.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. N/A - Results not available.

### API, Spring 2012



SOURCE: API based on spring 2012 test cycle. State average represents elementary schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

## Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 11 out of 13 criteria for yearly progress. Because we fell short in two areas, we did not make AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 78.4 percent on the English/language arts test and 79.0 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 740 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>No</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement school in 2012</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students' test results in the 2011–2012 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. N/A - Results not available.

## Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 78.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 79.0% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
Low income	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of October 2012, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2011–2012 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

**NOTE:** Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

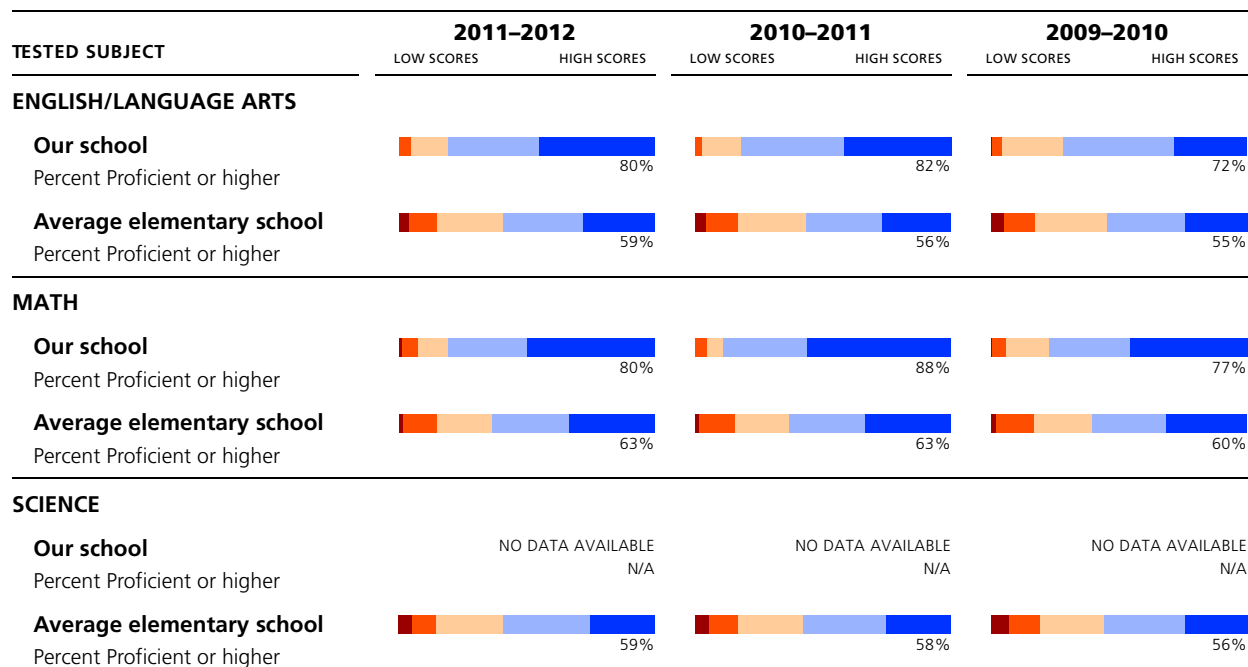
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**



SOURCE: The scores for the CST are from the spring 2012 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.



## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 59 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

## English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			80%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 21 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			58%	94%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			59%	94%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

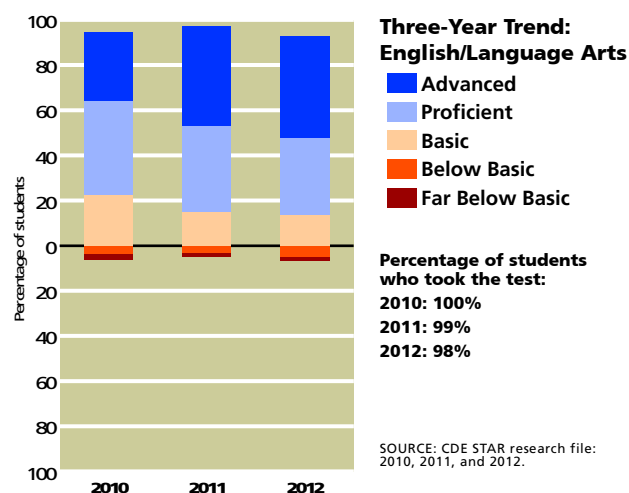
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			77%	74	<b>GENDER:</b> About five percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			82%	78	
<b>English proficient</b>			81%	114	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			76%	38	
<b>Low income</b>			69%	62	<b>INCOME:</b> About 18 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			87%	90	
<b>Learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	22	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
<b>Not learning disabled</b>			86%	130	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Hispanic/Latino</b>			74%	88	
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	
<b>Two or more races</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	

SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



# Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			80%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 17 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			63%	89%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			63%	90%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

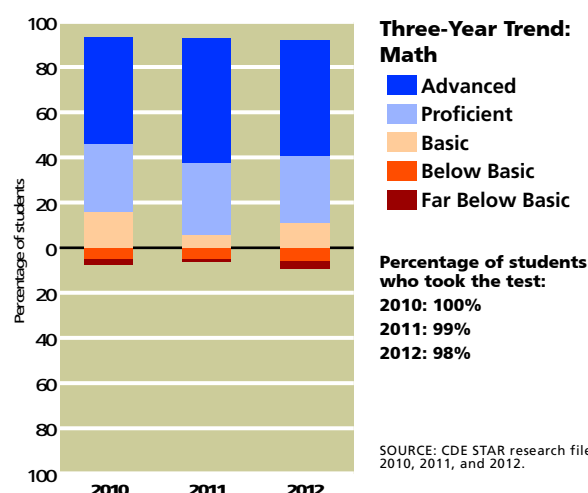
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			77%	74	<b>GENDER:</b> About six percent more girls than boys at our school scored Proficient or Advanced.
Girls			83%	78	
English proficient			83%	114	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			70%	38	
Low income			70%	62	<b>INCOME:</b> About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			87%	90	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	22	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			87%	130	
African American	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			74%	88	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	27	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	14	

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The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).



You can read the [math standards](#) on the CDE's Web site.



# Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>	NO DATA AVAILABLE		N/A	N/A	<b>SCHOOLWIDE AVERAGE:</b> Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			59%	92%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			59%	93%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	N/A	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	N/A	
<b>English proficient</b>	NO DATA AVAILABLE		N/A	N/A	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	NO DATA AVAILABLE		N/A	N/A	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Not learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
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N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) by going to the CDE's Web site.

**Other Measures of Student Achievement**

We use the district wide assessment system, which includes tests at the beginning, middle, and end of the school year in language arts, math, and writing. In the classroom, teachers monitor achievement through ongoing classroom assignments, projects, homework, class work, running records, quizzes, and end-of-unit tests. From these multiple measures of assessment, teachers identify candidates for intervention. Intervention assistance is provided in the classroom by an aide working one on one with a student or a middle school or high school student tutor or the teacher working with a small group. We provide intervention beyond the classroom through an extended day for English Language Development (ELD) or afterschool reading intervention. We use the Datawise Assessment System to monitor student progress, identify instructional strengths and areas of improvement, and customize instruction according to student needs and abilities.

Students in second grade take the California Standards Tests each year in the spring. Results are released just before the beginning of the next school year. We analyze the results to identify students who need extra help in third grade. Every year our English Learners take the California English Language Development Test, which gives information about their abilities to speak, listen, read, and write in English.

We notify parents of their children's progress through progress reports in the middle of the trimester and report cards at the end of each trimester. We hold parent conferences in the fall and in the spring.

## STUDENTS

### Students' English Language Skills

At Cabrillo, 77 percent of students were considered to be proficient in English, compared with 70 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	77%	68%	70%
English Learners	23%	32%	30%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent elementary schools only.

### Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 115 students classified as English Learners. At Cabrillo, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	85%	88%	84%
Vietnamese	5%	1%	3%
Cantonese	0%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	1%	1%
Korean	3%	2%	1%
Khmer/Cambodian	0%	0%	0%
All other	5%	6%	9%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent elementary schools only.

### Ethnicity

Most students at Cabrillo identify themselves as Hispanic/Latino. In fact, there are about four times as many Hispanic/Latino students as White students, the second-largest ethnic group at Cabrillo. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	8%	8%	6%
Asian American/ Pacific Islander	4%	10%	11%
Hispanic/Latino	60%	65%	53%
White	17%	15%	25%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2011. County and state averages represent elementary schools only.

### Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$41,348 a year (based on a family of four) in the 2011–2012 school year. At Cabrillo, 41 percent of the students qualified for this program, compared with 58 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	41%	65%	58%
Parents with some college	82%	50%	57%
Parents with college degree	48%	29%	33%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2011–2012 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 82 percent of the students at Cabrillo have attended college and 48 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 30 percent of our students provided this information.

## CLIMATE FOR LEARNING

### Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Cabrillo varies across grade levels from a low of 19 students to a high of 23. Our average class size schoolwide is 20 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	23	24
First grade	23	23
Second grade	19	20

SOURCE: California Department of Education, SARC Research File. District averages represent elementary schools only.

### Safety

We provide a clean, safe environment for learning at our school. Our custodial staff performs basic cleaning operations in each classroom every day, and there is a regular schedule of ongoing maintenance and earthquake and fire preparedness. Classroom space, library, office, and rest room facilities are adequate to support our instructional programs. Teachers and instructional aides provide playground supervision. Vandalism incidents continue to remain low. Students benefit from a clean, safe facility that reinforces the high value placed on education by the school community. We hold monthly emergency drills for earthquake, fire, lockdown, and shelter-in-place.

We have a closed campus, and all visitors must check into the office before going on campus. Volunteers must take a TB test and may be fingerprinted before they are allowed to work in a classroom on a regular basis. The Safety Plan is reviewed each year and revised if necessary. Parents, students and staff are advised of any changes in the plan at the beginning of the school year and throughout the year.

### Discipline

We use a school wide discipline plan that we publish in the parent-student handbook given to each family the first day of school. Teachers, administrators, and other staff members model and reinforce high standards of behavior. Our teachers focus on the positive and maintain a warm atmosphere in the classroom. We have a system of rewards, incentives, and recognition. We give consequences when necessary, but we always take the age of the child into consideration. Our philosophy is to prevent problems by recognizing positive behavior. Our student recognition program encourages good citizenship through monthly student success assemblies, Cabrillo Cub Card prizes, perfect attendance awards, and lunch with the principal, as well as classroom rewards and/or certificates.

We rarely have serious discipline problems; brief time-outs or loss of recess usually address most misbehavior. To keep parents informed, we may send home a disciplinary warning notice so that parents and school staff can work together to solve any conduct problems. White slips are given to students for inappropriate or dangerous behavior. For severe infractions that violate the California Education Code, we may give in-school or out-of-school suspensions. We expect parents to be active partners in helping their children conduct themselves responsibly. When necessary, the principal and teacher will meet with the parents and student to devise a behavior contract.

### Homework

The Wiseburn schools recognize that homework contributes toward building responsibility, self-discipline, and lifelong learning habits. Teachers believe that time spent on homework directly influences students' ability to meet the district's academic standards. Homework is seen as a routine part of the student's life in Wiseburn.

Parent involvement is an integral part of homework. We support families through homework hotlines, teacher/classroom web sites, and regular parent-teacher conferencing. Homework tips are provided through articles in parent newsletters and parent education programs. Parents receive explanations of classroom curriculum design and homework at Back to School Night and through classroom communications and progress reports. We expect parents to review and approve their children's homework every night.

In 2010–2011, students received a summer homework packet that they returned the first week of school. Approximately 50% of students returned completed summer packets. Those students were acknowledged at the beginning of the year student success assembly with certificates for free meals. Third graders were recognized by their second grade teachers with an ice cream party.

**Schedule**

The school year usually begins right after Labor Day in early September and ends the third week in June. It includes 175 days of instruction.

We use a split reading program that allows for small-group instruction. Kindergarten students attend either from 8:20 a.m. to 12:20 p.m. or from 10:20 a.m. to 2:20 p.m. First and second grade students attend either from 8:45 a.m. to 2 p.m. or 9:45 a.m. to 3 p.m. Classes have only half the total number of students in the morning or in the afternoon block for these peak academic times.

**Parent Involvement**

We actively solicit parent participation at Cabrillo School. Parents can volunteer regularly in the classrooms or for PTA-sponsored activities such as Hands-on Art projects. They chaperone field trips, assist in special events such as Field Day and the Walk-a-thon, and are invited to Student Success Assemblies and student performances. We invite them to Back-to-School Night, Open House, Family Literacy Night, homework help sessions, and other afterschool and evening events.

Parents are involved as advisors and decision-makers in the school governing process by being part of the School Site Council or English Language Advisory Committee. We hold family meetings and orientations in June and September of each year and communicate in writing through the Parent/Student Handbook and monthly messages from the principal.

We formally inform parents about their children's progress three times a year through the standards-based report card. We hold parent conferences in the fall and in the spring.



## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Margaret Lynch completed her third year as principal of Juan Cabrillo Elementary School in 2011–2012. Prior to that she served as an educator in the Lennox School District for 28 years. A lifelong educator, she has taught first, second, and third grade, special education, and she has been a reading specialist, coordinator of staff development, and a principal. She has a master's degree from California State University, Dominguez Hills and a bachelor's degree from Loyola Marymount University.

Margaret Lynch delights in nurturing the minds and hearts of Cabrillo students and appreciates the talent and dedication of the teachers who surround them. She knows it takes everyone working together for every child to succeed, and she actively solicits input and support from the staff, parents, students, and the community. A committed leadership team, which consists of teachers from all grade levels, meets monthly and assists the principal through a shared decision-making process.

The School Site Council oversees compliance with state and federal laws and regulations and makes important decisions on the budget. The English Language Advisory Committee oversees the English Learner program and helps develop the master plan for students who are learning English. Both of these councils are made up of a balance of parents, school administrators, teachers, and other staff who meet together regularly.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

**PLEASE NOTE:** Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2012.

**"HIGHLY QUALIFIED" TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "[highly qualified](#)." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2012–2013 school year.

## Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	1%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	1%
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

## Staff Development

In 2010–2011 district wide staff training was focused on the Harcourt Math materials adoption and implementation. Teachers received training from the publishers and had release time to plan the implementation of all materials. There was additional time devoted to the sharing of district SMART goals in language arts and mathematics and creating aligned SMART goals for the school. At Cabrillo, staff development focused on math and use of the materials and strategies. In addition there was time devoted to ELD so grade levels could align their teaching for the ELD teacher to preview and review vocabulary and concepts.

We support teachers as they implement new instructional methods through administrator observations, conference summaries, and mentor and buddy teachers who share research-based instructional strategies with them. New teachers participate in the Beginning Teacher Support and Assessment Program for Induction to clear their teaching credential and are given a mentor teacher to support and guide them.

Students are dismissed at 2 p.m. on Wednesdays to allow time for teachers to collaborate within their grade level and for professional learning.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
<b>2011–2012</b>	0.0
<b>2010–2011</b>	0.0
<b>2009–2010</b>	N/A

SOURCE: This information is supplied by the school district.

## Evaluating and Improving Teachers

The principal evaluates temporary and probationary teachers for two years and tenured teachers every other year. In the fall of each year, each teacher meets with the principal to create a Professional Development Plan that is aligned with the California Standards for the Teaching Profession. We evaluate teachers on their ability to create and maintain effective environments for student learning, to understand and organize subject matter for student learning, to plan instruction and design learning experiences for all students, to engage and support all students in learning, to assess student learning, and on their development as professionals.

The principal observes the teachers in the classroom and reviews the teachers’ lesson plans and student work. These factors determine whether a teacher needs assistance, which can be either training in a specific area or working with an experienced mentor. The principal, the teacher, and the district’s director of human resources, and the superintendent are the only people to see the reviews. New teachers who participate in the Beginning Teacher Support and Assessment Program have a site mentor to provide support through their Induction.

## Substitute Teachers

Qualified substitute teachers are available to cover classes for teachers who are absent. Many of our substitutes have strong ties to Cabrillo; we have former student teachers and retired teachers in addition to substitutes who have been with the district many years.

## Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.0
Behavioral/career counselors	N/A
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

## Specialized Programs and Staff

Cabrillo School offers a full range of special programs and services for students who need them. We provide high-quality services for students with special needs, including a learning center, an early intervention preschool, a Resource Specialist Program, and a Special Day Class. Students who are performing below grade level in language arts and/or math receive assistance through the Title I program. Title I funds specially trained aides to assist the teachers with a remediation plan in the core curriculum within the school day. We also have an afterschool reading program for students who need extra help in reading/language arts.

In 2009–2010 the school began purchasing Accelerated Reader and licenses for all second graders and continues to do so. Accelerated Reader is a reading fluency and comprehension program that gives students their independent reading level and then provides online comprehension tests of books students have read at their reading level. When students achieve 80-percent accuracy, they advance to the next level. This individualized program advances each student whether they are below, on, or above grade level. Teachers work together with the computer tech and the librarian to monitor and assist students with their reading selections and quizzes.

## Gifted and Talented Education (GATE)

Our GATE program begins in the third grade. In the spring, second grade teachers make recommendations for testing students with exceptional academic abilities. Students qualify for the program based on multiple measures of high scores on standardized tests. Parents are notified at the end of the school year if their child qualifies for GATE.

## **Special Education Program**

In 2010–2011 Cabrillo Elementary School served approximately 40 students, ages three through second grade, who have identified special education needs. Three full-time special education teachers and one part time special education teacher were on site to support these learners. District and staff contracted through the Los Angeles Office of Education provided services such as speech/language therapy and adaptive PE. District staff and nonpublic agencies also provided occupational therapy, physical therapy, and behavioral consultation.

The district maintains two special education preschool classes on the Cabrillo campus. The Early Intervention program follows a typical preschool curriculum and schedule as much as possible. The Early Intervention Preschool Special Day Class is self-contained. Students receive services specific to their needs during the course of the regular school day. Two full-time teachers and two instructional assistants supported students in need of this intensive language-based preschool. Aides worked one on one with students requiring additional support. Students received intensive programming to support their transition to kindergarten through this specially designed program, which focuses on preacademic readiness, behavior, and language development. Preschool students joined their typically developing peers on site with a private preschool and through the TEDDE (The Extended Developmentally Directed Education) kindergarten program. We create systematic plans to help these children with the transition into the general education setting and provide all necessary supports.

The Cabrillo Learning Center serves special education students in kindergarten through second grade. Identified students received specialized instruction in the core academic areas throughout their day or through an afterschool program. A credentialed Resource Specialist Program teacher and two part-time assistants ran a highly effective model combining a variety of strategies. Weekly planning and collaboration occurred regularly, and many students received a double dose of instruction, which was needed in the core academic areas for student success. The Learning Center is creative in its scheduling to provide necessary services. Classroom assistants served other students within the general education setting with accommodations and one-on-one shadow support. A Special Day Class (SDC) also serves students in kindergarten through second grade. All special education students spend a portion of their day in the regular classroom setting.

## **English Learner Program**

The primary goal of our program for English Learners is to develop their proficiency in English and in the district's core curriculum as rapidly and effectively as possible. The district implemented an English Learner Initiative in 2009–2010 that extended the school day for every English Learner, provided a certificated teacher to lead the program, and focused on teaching the language skills of the core curriculum to develop students' fluency in speaking, listening, reading, and writing in English. Teachers who work with English Learners hold Cross-cultural Language and Academic Development (CLAD) credentials or certificates issued by the state of California. After students have acquired a good working knowledge of English and meet our criteria, they are reclassified (as early as third grade) as fluent and are monitored for two years to ensure progress in the core curriculum.

Each school with at least 21 English Learners has an English Language Advisory Committee (ELAC) that comprises parents and school staff. Its purpose in regular meetings is to monitor the English Learner program and give input on the master plan for student services. Cabrillo's ELAC members are also part of the District English Language Advisory Committee which meets three times a year.

## RESOURCES

### Buildings

At the end of the 2006–2007 school year, the community passed Measure A, a \$36-million bond measure, for the construction of the new school. Our brand-new Cabrillo School, state-of-the-art and Mediterranean in design, was opened in January 2009.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

### Library

The Cabrillo library is a very inviting place specially designed for the very young child. A trained library aide collaborates with the classroom teachers to bring a quality library program to our students. We have approximately 7,500 library books plus reference materials for students and teachers. Each class goes to the library once a week to listen to a story and check out books. Our school library partners with the Wiseburn Public Library, located adjacent to Cabrillo School on 135th Street.

Each year we buy new books for the library with district and donated funds and through the generosity of the PTA. Parents may donate a book to the library in their child's name in honor of their birthday.

### Computers

Technology is an integral part of the school and curriculum. Every week each class goes to the computer lab, where we have 24 desktop computers connected to the Internet. A highly trained computer aide maintains the computers and helps the teachers provide lessons in computer skills with educational software. Each classroom has five desktop computers for student use. We have six LCD projectors available for staff use for classroom instruction. Each teacher has a laptop computer and has access to email and the Internet. Teachers use computers to keep attendance, record grades, analyze test results, and correspond via email with parents and colleagues.

At the end of 2010–2011, the PTA purchased document cameras for each classroom. The School Site Council (SSC) and English Language Advisory Committee (ELAC) agreed with the teacher recommendation to use the Microsoft grant funding to pay for additional LCD projectors so every classroom would have a document camera and LCD projector for teaching.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2012–2013 school year and whether those [textbooks](#) covered the California Content Standards.

### Curriculum

For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education \(CDE\)](#). California adopted new Common Core Standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.

## SCHOOL EXPENDITURES

In addition to money from general funds, Juan Cabrillo Elementary School received funds for state and federally funded special projects for English Learners, School Improvement Program, Special Education, and Title I.

### Spending per Student (2010–2011)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 466 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$4,665	\$2,604	79%	\$5,434	-14%
Restricted funds (\$/student)	\$572	\$1,058	-46%	\$2,889	-80%
<b>TOTAL (\$/student)</b>	<b>\$5,238</b>	<b>\$3,663</b>	<b>43%</b>	<b>\$8,323</b>	<b>-37%</b>

SOURCE: Information provided by the school district.

\* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

### Total Expenditures, by Category (2010–2011)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries (all certificated staff)	\$1,380,892	\$114,261	\$1,495,153	61%
Other staff salaries	\$258,998	\$108,749	\$367,747	15%
Benefits	\$330,601	\$41,632	\$372,233	15%
Books and supplies	\$93,621	N/A	N/A	N/A
Equipment replacement	\$1,290	N/A	N/A	N/A
Services and direct support	\$108,698	\$2,000	\$110,698	5%
<b>TOTAL</b>	<b>\$2,174,100</b>	<b>\$266,642</b>	<b>\$2,440,742</b>	

SOURCE: Information provided by the school district.

\* Totals may not add up to exactly 100% because of rounding.

### Compensation per Staff with Teaching Credentials (2010–2011)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	N/A	N/A	N/A	\$74,075	N/A
Retirement benefits	N/A	N/A	N/A	\$6,062	N/A
Health and medical benefits	N/A	N/A	N/A	\$10,417	N/A
Other benefits	N/A	N/A	N/A	\$635	N/A
TOTAL	N/A	N/A	N/A	\$91,189	N/A

SOURCE: Information provided by the school district.

\* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

### Total Certificated Staff Compensation (2010–2011)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL *
Salaries	\$1,495,153	80%
Retirement benefits	\$143,130	8%
Health and medical benefits	\$207,636	11%
Other benefits	\$21,466	1%
TOTAL	\$1,867,385	

SOURCE: Information provided by the school district.

\* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of December 2012. The CDE may release additional or revised data for the 2011–2012 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2011); Language Census (March 2012); California Standards Tests (spring 2012 test cycle); Academic Performance Index (November 2012 growth score release); Adequate Yearly Progress (October 2012).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Adequacy of Key Resources 2012–2013

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2012–2013. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



## TEACHERS

### Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2010–2011	2011–2012	2012–2013
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	24	24	23
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

**NOTES:** This report was completed on Friday, February 08, 2013.

## Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2010–2011	2011–2012	2012–2013
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:** This report was completed on Friday, February 08, 2013.

## TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

**NOTES:** This report was completed on Friday, February 08, 2013. This information was collected on Friday, September 28, 2012.

## FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
<b>OVERALL RATING</b>	<b>Exemplary</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
<b>A. SYSTEMS</b>	<b>Good</b>	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
<b>B. INTERIOR</b>		
Interior Surfaces (Walls, Floors, and Ceilings)	<b>Good</b>	No apparent problems.
<b>C. CLEANLINESS</b>	<b>Good</b>	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
<b>D. ELECTRICAL</b>		
Electrical Systems and Lighting	<b>Good</b>	[STATUS AS OF Sep 22 2010] Back-up power
<b>E. RESTROOMS/FOUNTAINS</b>	<b>Good</b>	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
<b>F. SAFETY</b>	<b>Good</b>	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
<b>G. STRUCTURAL</b>	<b>Good</b>	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.

AREA	RATING	DESCRIPTION
<b>Roofs</b>		No apparent problems.
<b>H. EXTERNAL</b>	<b>Good</b>	
<b>Playground/School Grounds</b>		No apparent problems.
<b>Windows, Doors, Gates, Fences (Interior and Exterior)</b>		No apparent problems.
<b>OTHER DEFICIENCIES</b>	<b>N/A</b>	No apparent problems.

**INSPECTORS AND ADVISORS:** This report was completed on Friday, February 08, 2013 by Wendy Tsubaki (Superintendent's Secretary). The facilities inspection occurred on Tuesday, September 25, 2012. We employed the following staff or businesses in completing this report: Mr. Bill Denney, Maintenance Manager, Wiseburn School District The Facilities Inspection Tool was completed on Friday, February 08, 2013.

## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



## STUDENTS AND TEACHERS

### Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	489
Black/African American	8%
American Indian or Alaska Native	0%
Asian	3%
Filipino	1%
Hispanic or Latino	60%
Pacific Islander	1%
White (not Hispanic)	17%
Two or more races	8%
Ethnicity not reported	3%
Socioeconomically disadvantaged	42%
English Learners	25%
Students with disabilities	13%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2011. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

### Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	162
Grade 1	166
Grade 2	161
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2011.



### Average Class Size by Grade Level

GRADE LEVEL	2009–2010	2010–2011	2011–2012
Kindergarten	27	28	23
Grade 1	21	22	23
Grade 2	22	22	19
Grade 3	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CALPADS, October 2011. Information for 2009–2010 provided by the school district.

### Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2009–2010			2010–2011			2011–2012		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	1	5	0	1	4	0	2	5	0
Grade 1	1	7	0	8	2	0	0	32	0
Grade 2	0	6	0	3	3	0	42	18	0
Grade 3	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Combined K–3	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Other	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2011. Information for 2009–2010 provided by the school district.

## Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2009–2010	2010–2011	2011–2012	2011–2012
<b>With Full Credential</b>	27	28	N/A	N/A
<b>Without Full Credential</b>	0	0	N/A	N/A

SOURCE: Information provided by school district.

## Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
<b>Grade 5</b>	N/A	N/A	N/A
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2011–2012 school year.

## Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2011–2012 school year, we had one suspension incident. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
<b>2011–2012</b>	0	1	N/A
<b>2010–2011</b>	1	1	5
<b>2009–2010</b>	0	1	6
<b>Expulsions per 100 students</b>			
<b>2011–2012</b>	0	0	N/A
<b>2010–2011</b>	0	0	0
<b>2009–2010</b>	0	0	0

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.

## STUDENT PERFORMANCE

### California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

### STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/ language arts	72%	82%	80%	72%	71%	73%	52%	54%	56%
Mathematics	77%	88%	78%	52%	51%	51%	48%	50%	51%
Science	0%	0%	0%	72%	81%	66%	54%	57%	60%

SOURCE: STAR results, spring 2012 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2011–2012	MATHEMATICS 2011–2012	SCIENCE 2011–2012
African American	86%	79%	0%
American Indian or Alaska Native	N/A	N/A	N/A
Asian	0%	0%	0%
Filipino	0%	0%	0%
Hispanic or Latino	74%	73%	0%
Pacific Islander or Native Hawaiian	0%	0%	0%
White (not Hispanic)	93%	89%	0%
Two or more Races	86%	100%	0%
Boys	78%	75%	0%
Girls	82%	82%	0%
Socioeconomically disadvantaged	69%	70%	0%
English Learners	76%	70%	0%
Students with disabilities	48%	33%	0%
Receives migrant education services	N/A	N/A	N/A

SOURCE: STAR results, spring 2012 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

## ACCOUNTABILITY

### California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2009–2010	2010–2011	2011–2012
Statewide rank	7	9	10
Similar-schools rank	7	10	10

SOURCE: The API Base Report from June 2012.

### API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2009–2010	2010–2011	2011–2012	2011–2012
All students at the school	+59	+40	-22	906
Black/African American	N/A	+22	+59	901
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+46	+58	-54	874
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	+27	-3	985
Two or more races	N/A	N/A	N/A	951
Socioeconomically disadvantaged	+35	+67	-48	858
English Learners	N/A	+21	-55	862
Students with disabilities	N/A	+119	-84	751

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	153	906	1,933	882	4,664,264	788
Black/African American	13	901	395	892	313,201	710
American Indian or Alaska Native	0	N/A	2	N/A	31,606	742
Asian	6	N/A	56	905	404,670	905
Filipino	1	N/A	44	938	124,824	869
Hispanic or Latino	89	874	1,094	866	2,425,230	740
Pacific Islander	2	N/A	24	820	26,563	775
White (non Hispanic)	28	985	206	920	1,221,860	853
Two or more races	13	951	77	933	88,428	849
Socioeconomically disadvantaged	61	858	905	851	2,779,680	737
English Learners	38	862	412	828	1,530,297	716
Students with disabilities	27	751	258	776	530,935	607

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

## Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in October 2012.

### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2012.

## DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2010–2011</b>			
Total expenses	\$16,558,725	\$8,497,573,732	\$46,278,595,991
Expenses per student	\$6,826	\$7,789	\$8,323
<b>FISCAL YEAR 2009–2010</b>			
Total expenses	\$15,986,887	\$8,704,399,331	\$47,205,560,698
Expenses per student	\$6,885	\$7,973	\$8,452

SOURCE: Fiscal Services Division, California Department of Education.

## District Salaries, 2010–2011

This table reports the salaries of teachers and administrators in our district for the 2010–2011 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$42,639	\$40,962
Midrange teacher's salary	\$70,238	\$63,212
Highest-paid teacher's salary	\$84,579	\$80,545
Average principal's salary (elementary school)	\$102,357	\$102,057
Superintendent's salary	\$166,701	\$152,557
Percentage of budget for teachers' salaries	45%	40%
Percentage of budget for administrators' salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

**TEXTBOOKS****Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
HM Reading: A Legacy of Literature	Language Arts	2003	2003
Houghton Mifflin Lectura: Herencia y futuro	Language Arts	2003	2003
Harcourt Math	Math	2008	2010
Pearson California Science	Science	2007	2008
Pearson California Science - Spanish	Science	2007	2008
Houghton Mifflin	Social Studies	2006	2006