



Juan Cabrillo School

School Accountability Report Card, 2008–2009

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 Accountability Report Card, 2008–2009 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 2008–2009 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.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2009_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, please contact the 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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School Accountability Report Card, 2008–2009
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.

Our school is special because it caters to the academic capabilities and development of young children. We have one TEDDE (The Extended Developmentally Directed Education) kindergarten, six academic kindergartens, seven first and six second grade classes, a special education preschool, and a Special Day Class. The core curriculum at Cabrillo is built on the basics of language arts, reading, writing, and mathematics. Its 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 offer all students opportunities to develop their capabilities academically, physically, and socially so that they can become productive, contributing members of our changing society. We rewrote our Single Plan for Student Achievement during the 2008–2009 school year. We have been reviewing our Master Plan for English Learners, and we have simplified it to make the parental notification forms simpler and more understandable.

Margaret Lynch, PRINCIPAL

Grade range and calendar

K–2

TRADITIONAL

Academic Performance Index

828

County Average: 783

State Average: 792

Student enrollment

406

County Average: 608

State Average: 518

Teachers

24

County Average: 30

State Average: 26

Students per teacher

17

County Average: 20

State Average: 20

Major Achievements

- Cabrillo students' performance on the California Standards Tests in language arts and math exceeded the statewide average of all students in California.
- We have consistently achieved our targets for Adequate Yearly Progress (AYP) as required by the federal No Child Left Behind Act.
- Cabrillo School was named a California Distinguished School for the first time because of its high API and because all subgroups met the target goals for improvement.
- Cabrillo has been the 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. We use most of this funding to hire teaching aides who work with our 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.

Focus for Improvement

- The Single Plan for Student Achievement was rewritten to reflect the achievements made by students on the state standardized tests. In language arts, staff will continue to get training in comprehension skills, technology, and the writing process. In math, staff will get training in instructional strategies to increase student achievement in problem solving.
- We want to expose our students to various areas of the curriculum using technology; therefore, we will be purchasing additional software appropriate for kindergarten through grade two.
- We provide extra help for students who are having difficulty meeting the California Content Standards for their grade by making accommodations in the classroom, extending the student's school day, offering afterschool help with reading, and providing help through the Title I program.
- English Learners comprise 35 percent of the student body. Credentialed staff and others who work with our English Learners constantly review new methods of instruction to help these students achieve mastery in reading, listening, speaking, and writing in English.
- We will continue using the Step Up to Writing program and to refine the scoring system to improve students' writing abilities.
- We started using the Datawise Assessment System to analyze assessment data on each child in 2006–2007; we will continue to refine this process by including all of the district assessments as well as the California English Language Development Test and state standardized test scores.
- During the 2008–2009 school year our focus has been on customizing instructional strategies according to each child's abilities.

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. A school’s API determines whether it receives recognition or sanctions. 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 828 (out of 1000). This is a decline of 5 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 2007–2008 test results, we started the 2008–2009 school year with a base API of 833. 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 8 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.

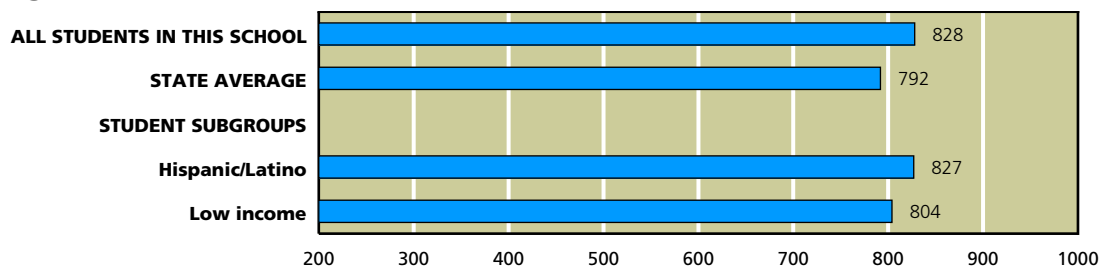
We met our assigned growth targets during the 2008–2009 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	828
Growth attained from prior year	-5
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2009 test cycle. Growth scores alone are displayed and are current as of December 2009.

*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.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2009



SOURCE: API based on spring 2009 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 all 13 criteria for yearly progress. As a result, we succeeded at making 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): 46 percent on the English/language arts test and 47.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 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	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement school in 2009	No

SOURCE: AYP is based on the Accountability Progress Report of December 2009. A school can be in Program Improvement based on students' test results in the 2008–2009 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. R/P - Results pending due to challenge by school. 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?	DID 46% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 47.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of September 2009, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2008–2009 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.

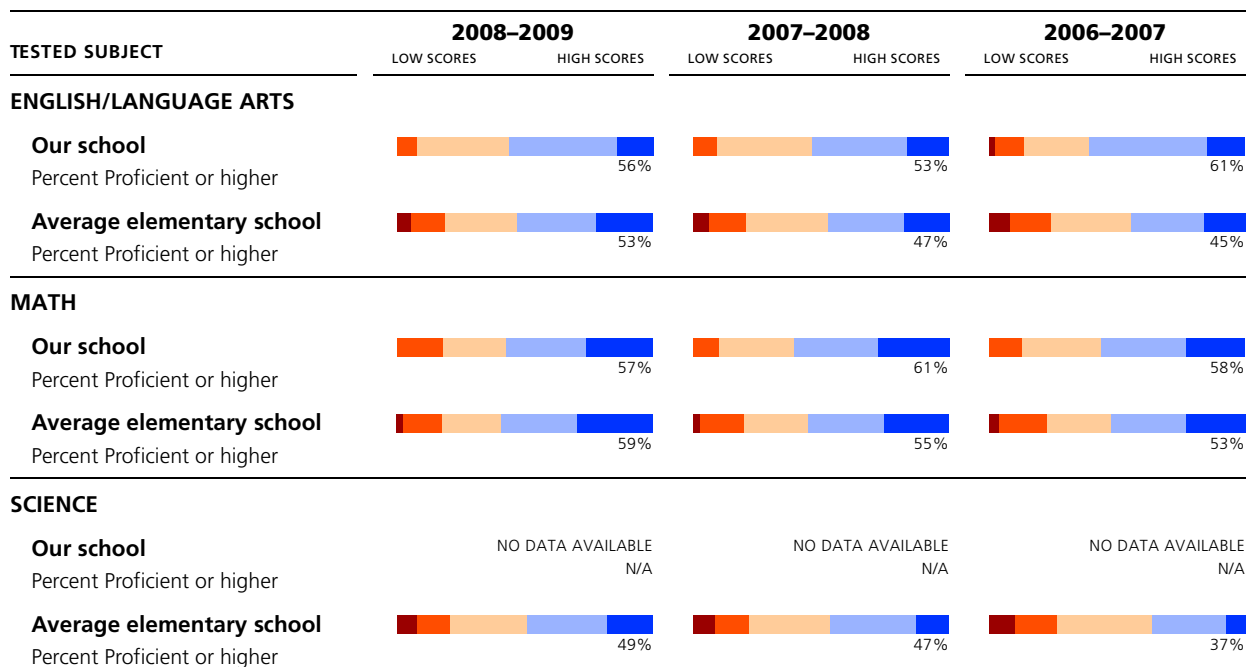
STUDENT ACHIEVEMENT

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 2009 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 53 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 59 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
SCHOOLWIDE AVERAGE			56%	100%	SCHOOLWIDE AVERAGE: About three percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

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

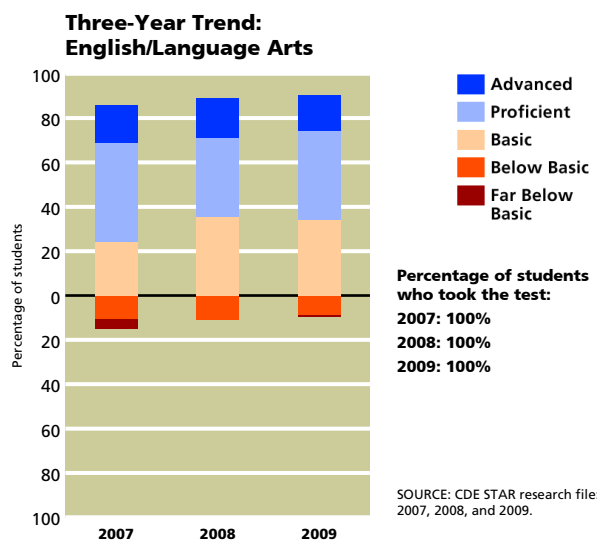
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			48%	54	GENDER: About 15 percent more girls than boys at our school scored Proficient or Advanced.
Girls			63%	60	
English proficient			64%	69	ENGLISH PROFICIENCY: 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			44%	45	
Low income			48%	58	INCOME: About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			64%	56	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	19	LEARNING DISABILITIES: 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			58%	95	
African American	DATA STATISTICALLY UNRELIABLE		N/S	12	ETHNICITY: 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			54%	69	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	26	

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 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			57%	100%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			59%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			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**

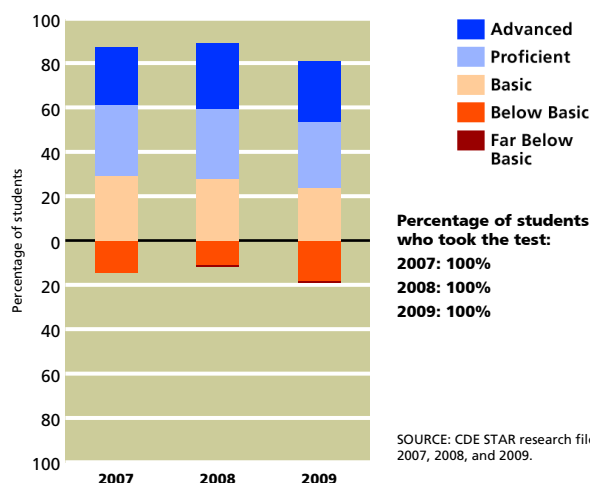
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			59%	54	GENDER: About four percent more boys than girls at our school scored Proficient or Advanced.
Girls			55%	60	
English proficient			64%	69	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			47%	45	
Low income			53%	58	INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			61%	56	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	19	LEARNING DISABILITIES: 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			59%	95	
African American	DATA STATISTICALLY UNRELIABLE		N/S	12	ETHNICITY: 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			55%	69	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	26	

SOURCE: The scores for the CST are from the spring 2009 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 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.



Three-Year Trend: Math



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
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: 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.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			47%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			49%	95%	

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	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2009 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 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 districtwide 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 an extended day or for afterschool reading help. Last year we began using 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 December and March.

STUDENTS

Students' English Language Skills

At Cabrillo, 67 percent of students were considered to be proficient in English, compared with 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	67%	65%	68%
English Learners	33%	35%	32%

SOURCE: Language Census for school year 2008–2009. 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 132 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	86%	88%	84%
Vietnamese	2%	1%	3%
Cantonese	2%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	1%	2%
Korean	1%	2%	1%
Khmer/Cambodian	0%	0%	0%
All other	7%	6%	8%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

Ethnicity

Most students at Cabrillo identify themselves as Hispanic/Latino. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” 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	11%	9%	7%
Asian American/Pacific Islander	6%	10%	11%
Hispanic/Latino	53%	64%	50%
White/European American/Other	30%	18%	32%

SOURCE: CBEDS census of October 2008. 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 \$39,220 a year (based on a family of four) in the 2008–2009 school year. At Cabrillo, 48 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	48%	67%	56%
Parents with some college	69%	49%	55%
Parents with college degree	36%	28%	31%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2008–2009 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 69 percent of the students at Cabrillo have attended college and 36 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 25 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 18 students to a high of 20. Our average class size schoolwide is 19 students. The average class size for elementary schools in the state is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	18	19	19
Second grade	19	19	19

SOURCE: CBEDS census, October 2008. County and state 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. The playgrounds are supervised by teachers and instructional aides. 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 emergency drills for earthquake, fire, lockdown, and shelter-in-place each month.

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 asked to 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. Students and staff are advised of any changes in the plan at the beginning of the school year and throughout the year as necessary.

Discipline

We use a schoolwide 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 take care of 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.

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2008–2009	1	1	5
2007–2008	2	1	6
2006–2007	1	1	5
Expulsions per 100 students			
2008–2009	0	0	0
2007–2008	0	0	0
2006–2007	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2008–2009 school year, we had six suspension incidents. 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.

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. Older students receive school planners at the beginning of the academic year to support development of organizational skills. We expect parents to review and approve their child's homework every night. We have afterschool tutoring programs throughout the year for students in need.

Schedule

The school year usually begins right after Labor Day in early September and ends the third week in June. It includes 180 days of instruction.

We use a split reading program that allows for small-group instruction. Kindergarten students attend either from 8:30 a.m. to 12:20 p.m. or from 10 a.m. to 1:50 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 no more than ten students in the morning or ten students in the afternoon during the peak academic times.

Parent Involvement

We actively solicit parent participation at Cabrillo School. Parents can volunteer regularly in the classrooms or occasionally for the PTA-sponsored Hands-on-Art projects. They chaperone field trips and are invited to assemblies. 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 invite them to Back-to-School Night, Open House, Family Literacy Night, homework help sessions, and other afterschool and evening events. We provide 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 child's progress three times a year through the standards-based report card. We hold parent conferences in December and March.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Jane Comitz has had the privilege of being the principal of Juan Cabrillo Elementary School for the past 15 years. Before that she taught for a total of 19 years at Dana Middle School in the Wiseburn School District and at St. Bernard High School in Playa Del Rey, California. She has a master's degree from California State University, Dominguez Hills and a bachelor's degree from College Misericordia in Pennsylvania.

Ms. Comitz believes in a team atmosphere and actively solicits input from the staff, parents, students, and the community to achieve group consensus on major school issues. An active leadership team, which consists of teachers from all grade levels, assists the principal through the 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. These councils are made up of parent volunteers, school administrators, teachers, and other staff.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	19%	7%	9%
Teachers holding an MA degree or higher	Percentage of teachers with an MA or higher from a graduate school	35%	42%	36%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a BA degree from a four-year college	65%	58%	64%

SOURCE: Professional Assignment Information Form (PAIF), October 2008, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 19 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, nine years of experience. About 65 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 35 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	96%	98%	98%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	4%	0%	1%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at Cabrillo hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Cabrillo holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About four percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just one percent). About 96 percent of the faculty at Cabrillo hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 90 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	4%	2%	2%

SOURCE: Professional Assignment Information Form (PAIF) of October 2008. Data on NCLB standards is from the California Department of Education, SARC research file.

"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. About four percent of our teachers were working without full credentials, compared with two percent of teachers in elementary schools statewide.

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 2009–2010 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.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is zero percent, compared with one percent statewide. For schools with the lowest percentage of low-income students, this factor is zero percent, compared with zero percent statewide.

		CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
DISTRICT FACTOR	DESCRIPTION	
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A
Schools with the fewest low-income students	Fourth quartile of 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 2008–2009 our teachers attended three days of staff training during the school year. Two days were devoted to the development of SMART goals in language arts and mathematics. The third was devoted to visual and performing arts and English Learner instructional strategies. When planning staff training, teachers and administrators look at student test scores and review the most pressing issues of the previous year to choose specific topics. We also sent a survey to all teachers in June 2008 to help determine staff training needs.

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 who participate in the Beginning Teacher Support and Assessment Program are given a mentor teacher to provide support.

We dismiss students at 2 p.m. on Wednesdays to allow time for teachers to collaborate, both within and across grade levels.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2008–2009	3.0
2007–2008	3.0
2006–2007	3.0

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 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.

Substitute Teachers

Our school has experienced little difficulty in obtaining qualified substitute teachers, even though a decrease in the number of available substitutes exists. Wiseburn will continue in its goal to provide qualified substitutes to cover classes for teachers who are absent. When substitutes are not available, nonteaching personnel may assist in the instruction of the students under the supervision of credentialed staff. Students may also be distributed to other classes for instruction. Specialist teachers may be assigned to the regular classroom, if necessary.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. 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)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2008.

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. A counselor comes to school twice a week to meet with students in a group or individually, depending on a student's needs.

GIFTED AND TALENTED EDUCATION (GATE): Our GATE program begins in the third grade. Students join this program because they have high scores on standardized tests or because their teachers have recommended them for their exceptional academic abilities. Teachers work collaboratively to specialize instruction for students according to their intellectual capabilities. GATE students participate in a weekly pullout program (in which students learn in small groups outside of class) conducted by STAR Education, a nonprofit organization that provides enrichment and education services to schools. The GATE parent advisory committee meets several times a year to review and modify the program. We schedule GATE family nights in the fall and spring to allow families to participate in activities that encourage higher-level thinking.

SPECIAL EDUCATION PROGRAM: In 2008–2009 Cabrillo Elementary School served approximately 40 students, ages three through second grade, who have identified special education needs. Two full-time special education teachers 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 provides a special education preschool 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. A full-time teacher and three 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 pre-academic 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. Students with more mild needs were served by language and speech specialists at their home school.

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 a part-time assistant 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.

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. In addition to the core curriculum, the program provides English Language Development instruction so that the students develop fluency in speaking, listening, reading, and writing in English. Teachers who work with English Learners hold CLAD (Cross-cultural Language and Academic Development) 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 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 that comprises parents and school staff. Its purpose is to monitor the English Learner program and give input on the master plan for student services.

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. A 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 20 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.

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 2009–2010 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum

For more than six 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 the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

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, visual and performing arts, the library, the School Improvement Program, special education, and Title I.

Spending per Student (2007–2008)

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 358 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)	\$5,744	\$2,417	138%	\$5,495	5%
Restricted funds (\$/student)	\$1,767	\$837	111%	\$3,099	-43%
TOTAL (\$/student)	\$7,511	\$3,254	131%	\$8,594	-13%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2007–2008)

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	\$1,369,481	\$211,366	\$1,580,847	59%
Other staff salaries	\$253,026	\$149,207	\$402,233	15%
Benefits	\$318,351	\$51,946	\$370,298	14%
Books and supplies	\$36,008	\$47,096	\$83,105	3%
Equipment replacement	\$11,455	\$7,645	\$19,100	1%
Services and direct support	\$68,932	\$165,404	\$234,336	9%
TOTAL	\$2,057,253	\$632,666	\$2,689,919	

SOURCE: Information provided by the school district.

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

Compensation per Staff with Teaching Credentials (2007–2008)

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. We had 22 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$63,261	\$35,640	78%	\$69,840	-9%
Retirement benefits	\$5,126	\$3,005	71%	\$6,876	-25%
Health and medical benefits	\$4,236	\$2,218	91%	\$10,978	-61%
Other benefits	\$729	\$380	92%	\$453	61%
TOTAL	\$73,353	\$41,243	78%	\$88,147	-17%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2007–2008)

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	\$1,391,751	86%
Retirement benefits	\$112,774	7%
Health and medical benefits	\$93,202	6%
Other benefits	\$16,032	1%
TOTAL	\$1,613,759	

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 2009. The CDE may release additional or revised data for the 2008–2009 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2008 census); Language Census (March 2009); California Achievement Test and California Standards Tests (spring 2009 test cycle); Academic Performance Index (September 2009 growth score release); Adequate Yearly Progress (September 2009).

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

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2009–2010. 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	2007–2008	2008–2009	2009–2010
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	22	24	23
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	1	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	1	0	0

NOTES: This report was completed on Friday, January 08, 2010.

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	2007–2008	2008–2009	2009–2010
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	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
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Friday, January 08, 2010.

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?	OFFICIALLY ADOPTED?	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, January 08, 2010. This information was collected on Friday, January 01, 2010.

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
OVERALL RATING	Exemplary	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.
A. SYSTEMS	Good	
Gas Leaks	Good	No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)	Good	No apparent problems.
Sewer System	Good	No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	Good	No apparent problems.
C. CLEANLINESS	Good	
Overall Cleanliness	Good	No apparent problems.
Pest or Vermin Infestation	Good	No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	Good	No apparent problems.
E. RESTROOMS/FOUNTAINS	Good	
Bathrooms	Good	No apparent problems.
Drinking Fountains (Inside and Out)	Good	No apparent problems.
F. SAFETY	Good	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	Good	No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	Good	No apparent problems.
G. STRUCTURAL	Good	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	Good	No apparent problems.

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

INSPECTORS AND ADVISORS: This report was completed on Wednesday, September 30, 2009 by Wendy Tsubaki (Superintendent's Secretary). The facilities inspection occurred on Thursday, September 30, 2010. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Thursday, September 30, 2010.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



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	406
African American	11%
American Indian or Alaska Native	0%
Asian	2%
Filipino	1%
Hispanic or Latino	53%
Pacific Islander	3%
White (not Hispanic)	18%
Multiple or no response	12%
Socioeconomically disadvantaged	50%
English Learners	39%
Students with disabilities	17%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2008. 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	158
Grade 1	131
Grade 2	117
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: CBEDS, October 2008.

Average Class Size by Grade Level

GRADE LEVEL	2006–2007	2007–2008	2008–2009
Kindergarten	18	19	20
Grade 1	18	19	18
Grade 2	20	20	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: CBEDS, October 2008.

Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2006–2007			2007–2008			2008–2009		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	7	0	0	7	0	0	8	0	0
Grade 1	7	0	0	7	0	0	8	0	0
Grade 2	9	0	0	8	0	0	7	0	0
Grade 3	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	0	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Combined 4–8	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2008.

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
	2006–2007	2007–2008	2008–2009	2008–2009
With Full Credential	25	24	25	112
Without Full Credential	0	1	1	1

SOURCE: CBEDS, October 2008, Professional Assignment Information Form (PAIF) section.

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 below 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		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/ language arts	61%	53%	56%	56%	60%	67%	43%	46%	50%
Mathematics	58%	60%	57%	51%	50%	52%	40%	43%	46%
Science	0%	0%	0%	44%	60%	64%	38%	46%	50%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by 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	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2008–2009	MATHEMATICS 2008–2009	SCIENCE 2008–2009
African American	67%	67%	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	54%	55%	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	65%	62%	N/A
Boys	48%	59%	N/A
Girls	63%	55%	N/A
Economically disadvantaged	48%	53%	N/A
English Learners	44%	47%	N/A
Students with disabilities	47%	47%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

NAEP: California's 4th and 8th Graders Compared to Students Nationally

Federal education officials want parents to understand how their state's students compare to students nationally. For this purpose, they created the test called the National Assessment of Educational Progress (NAEP). It is sometimes called the Nation's Report Card. Students in grades four, eight, and twelve take this test in nine subject areas. The NAEP test results are not valid for schools or districts. For that reason, you only see results below for students statewide.

Reading and Math Results

This table shows the average NAEP score (scores range from zero to 500) for the state and the nation, and the percentage of California students grouped into each of three achievement levels (Basic, Proficient, and Advanced). We compare our state's fourth and eighth graders with their peers in the U.S. in reading and math.

SUBJECT AND GRADE LEVEL	AVERAGE SCALE SCORE		PERCENTAGE OF CA STUDENTS AT EACH ACHIEVEMENT LEVEL		
	STATE	NATIONAL	BASIC	PROFICIENT	ADVANCED
Reading 2007, Grade 4	209	220	30%	18%	5%
Reading 2007, Grade 8	251	261	41%	20%	2%
Mathematics 2007, Grade 4	232	239	41%	25%	5%
Mathematics 2007, Grade 8	270	282	36%	18%	5%

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

Participation Rates for Students with Disabilities and English Learners

This table shows the percentage of the nation's and California's students with disabilities and English Learners who took the test called the National Assessment of Educational Progress (NAEP).

SUBJECT AND GRADE LEVEL	STATE PARTICIPATION RATE		NATIONAL PARTICIPATION RATE	
	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2007, Grade 4	79%	96%	84%	94%
Mathematics 2007, Grade 8	85%	96%	78%	92%

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

For further information, you can read what the California Department of Education says about the [differences between the California Standards Tests and the National Assessment of Educational Progress](#). The NAEP Web site includes background information for parents about the [Nation's Report Card](#). Educators can learn more by going to the [NAEP Web site](#).

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	2006–2007	2007–2008	2008–2009
Statewide rank	8	8	8
Similar-schools rank	9	10	10

SOURCE: The API Base Report from August 2009.

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
	2006–2007	2007–2008	2008–2009	2008–2009
All students at the school	+8	+6	-5	828
African American	N/A	N/A	N/A	N/A
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	+5	+28	-1	827
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	-3	-5	+7	804
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2009.

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 590 or growth of at least one point

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and 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	No
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2009.

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 September 2009.

DISTRICT EXPENDITURES

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2008–09 data in most cases. Therefore, 2007–08 data are used for report cards prepared during 2009–10."

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
FISCAL YEAR 2007–2008			
Total expenses	\$16,632,115	N/A	N/A
Expenses per student	\$7,704	\$8,267	\$8,594
FISCAL YEAR 2006–2007			
Total expenses	\$15,413,105	N/A	N/A
Expenses per student	\$7,301	\$7,789	\$8,117

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2007–2008

This table reports the salaries of teachers and administrators in our district for the 2007–2008 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	\$44,316	\$41,031
Midrange teacher's salary	\$73,001	\$63,366
Highest-paid teacher's salary	\$87,905	\$80,596
Average principal's salary (elementary school)	\$113,139	\$100,937
Superintendent's salary	\$165,000	\$147,438
Percentage of budget for teachers' salaries	44%	41%
Percentage of budget for administrators' salaries	8%	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	2009
Pearson California Science	Science	2007	2008
Pearson California Science - Spanish	Science	2007	2008
Houghton Mifflin	Social Studies	2006	2006