

Juan de Anza School

School Accountability Report Card, 2012–2013
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 de Anza School

School Accountability Report Card, 2012–2013 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 2012–2013 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://pub.schoolwisepress.com/sarc/links_2013_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

12110 S. Hindry Avenue
Hawthorne, CA 90250
Principal: Sarah Nitsos
Phone: (310) 725-2100

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 de Anza School

School Accountability Report Card, 2012–2013
Wiseburn Elementary School District

» Principal's Message

As principal of Juan de Anza Elementary School, I am extremely proud of the high quality of the education program offered to our students. Our staff is committed to providing a very challenging curriculum within a highly nurturing environment. Our school brings together students from many backgrounds and cultures. Our diversity is the foundation of our core belief that every child can learn and be successful at Anza School. Our state-of-the-art school building exemplifies our community's commitment to providing a safe and quality learning experience for all of our students. We are proud to be recognized as a high achieving school. Being a student at Juan de Anza means becoming part of a special community where teachers, staff, and parents are dedicated to improving student achievement and nurturing responsible citizens.

Sarah Nitsos, PRINCIPAL

Grade range and calendar

K–5

TRADITIONAL

Academic Performance Index

871

County Average: 812

State Average: 810

Student enrollment

689

County Average: 586

State Average: 534

Major Achievements

- Our 2012–2013 Academic Performance Index was 871, surpassing the state goal of 800. Juan de Anza also succeeded in passing the 800 mark on the API for numerically significant subgroups, including gender, Hispanic, African American, White, Asian, and Pacific Islanders. This remarkable achievement reflects our central belief that all children can learn within our highly diverse student population.
- During the past year we continued to provide more help to students not yet performing at grade level. We served more students with our reading intervention program and increased its duration. We implemented a universal screening measure for reading at all grades levels, which helps teachers determine which students would most benefit from intervention. The math fact club also provided academic support for students. We have continued a quality program for our English Learners, providing additional instructional time before and after school. In addition, through the Growing Great program, students benefited from our Anza Garden and related nutrition lessons.

Focus for Improvement

- Our goal is for all students to attain grade-level skills based on the California Content Standards. According to our Single Plan for Student Achievement, we expect to see continued growth in student performance on the California Standards Tests in language arts, math, and science. To achieve this goal, teachers will use computers to analyze student results and make instructional decisions based on the analyses. Our staff training has focused on the use of software for this purpose (Datawise, DIBELS, AR/STAR, Lexia) and on promoting a true professional learning community within Anza School. Our Leadership Team has committed itself to developing grade-level goals for student achievement and consistently measuring their progress toward those goals. Our Response to Intervention team is constantly developing new ways to provide academic and social/emotional support for students who are struggling to perform at grade level. We are also making great strides to align our academic program with the California State Common Core Standards.

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.

Anza’s API was 871 (out of 1000). This is a decline of 11 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 2011–2012 test results, we started the 2012–2013 school year with a base API of 882. 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 7 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.

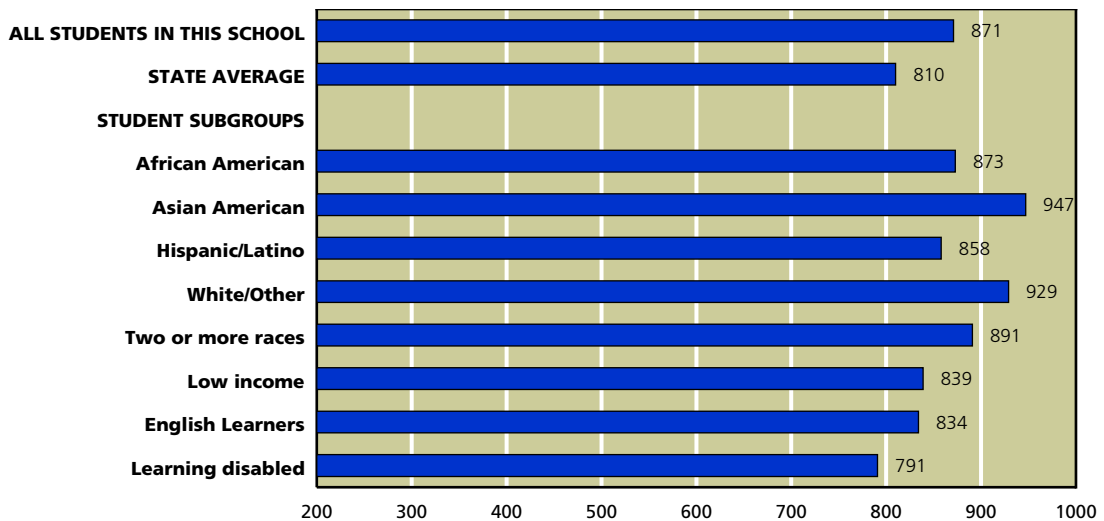
We met our assigned growth targets during the 2012–2013 school year. Just for reference, 48 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	871
Growth attained from prior year	-11
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

*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 2013



SOURCE: API based on spring 2013 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 19 out of 21 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): 89.2 percent on the English/language arts test and 89.5 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 770 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	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement school in 2013	No

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 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 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	●	●	●
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 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.

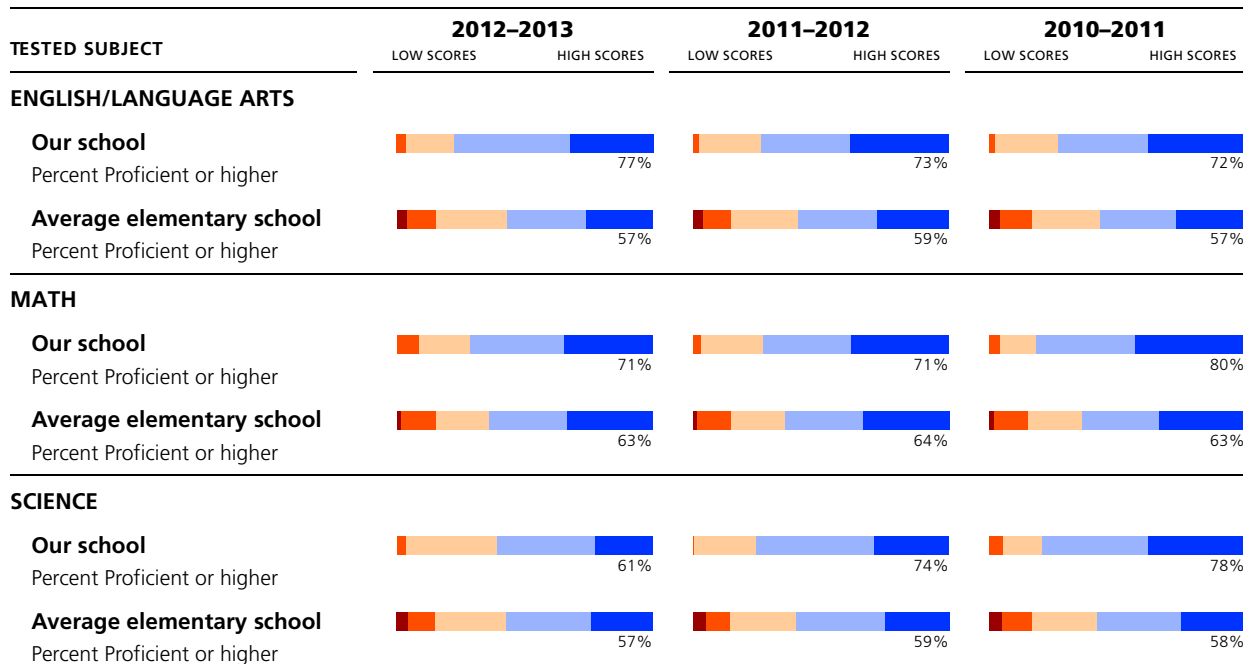
STUDENT ACHIEVEMENT

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 2013 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

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH? In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

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 57 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
SCHOOLWIDE AVERAGE			77%	97%	SCHOOLWIDE AVERAGE: About 20 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			56%	94%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			57%	94%	

Subgroup Test Scores

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

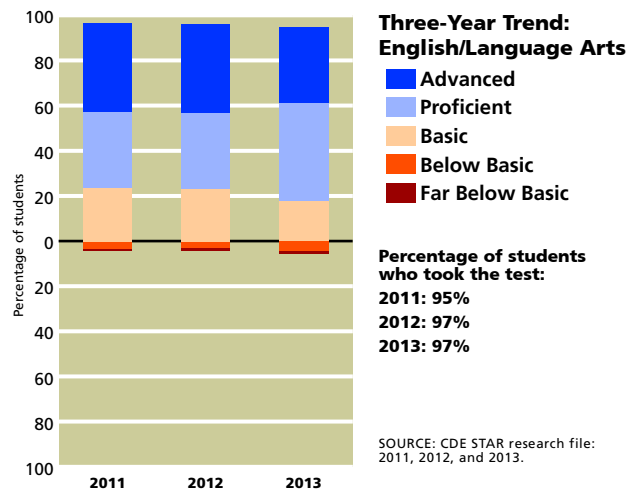
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			75%	196	GENDER: About three percent more girls than boys at our school scored Proficient or Advanced.
Girls			78%	246	
English proficient			79%	380	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			66%	62	
Low income			71%	171	INCOME: About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			80%	271	
Learning disabled			36%	35	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			78%	406	
African American			76%	100	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			74%	251	
White/Other			67%	36	

SOURCE: The scores for the CST are from the spring 2013 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			71%	97%	SCHOOLWIDE AVERAGE: About eight percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			64%	91%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			63%	91%	

Subgroup Test Scores

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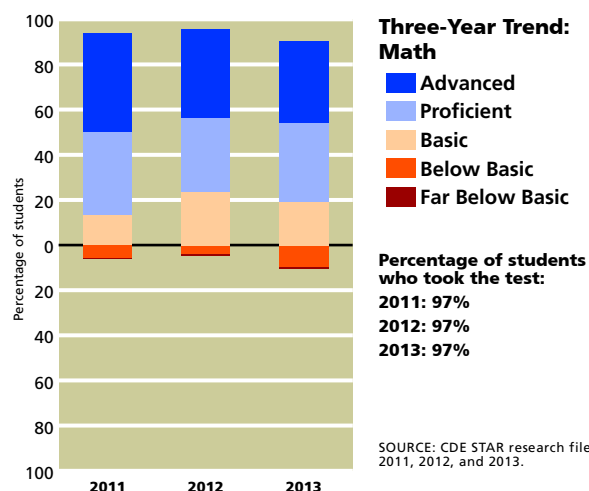
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			73%	198	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			70%	246	
English proficient			73%	382	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			60%	62	
Low income			63%	173	INCOME: About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			76%	271	
Learning disabled			25%	37	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			73%	406	
African American			70%	99	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			69%	253	
White/Other			54%	37	

SOURCE: The scores for the CST are from the spring 2013 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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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
SCHOOLWIDE AVERAGE			61%	93%	SCHOOLWIDE AVERAGE: About four percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			57%	93%	

Subgroup Test Scores

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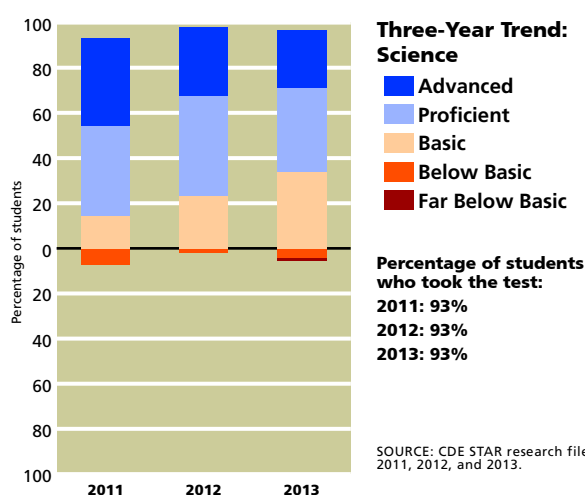
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			64%	45	GENDER: About five percent more boys than girls at our school scored Proficient or Advanced.
Girls			59%	69	
English proficient			64%	109	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	5	
Low income			50%	36	INCOME: About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			67%	78	
Learning disabled	NO DATA AVAILABLE		N/A	6	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			63%	108	
African American	DATA STATISTICALLY UNRELIABLE		N/S	29	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			52%	58	

SOURCE: The scores for the CST are from the spring 2013 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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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

In addition to standardized test results, we use informal classroom observation, homework, class work, quizzes, running records, and end-of-unit tests. Teachers also measure student progress by listening carefully to students as they read aloud in class. Our English Learners take the California English Language Development Test each year. Students at all grade levels take tests that measure their progress toward goals in reading and writing; these allow teachers to follow each student's growth patterns and to adjust each student's instruction accordingly. Universal screening measures in reading are used at each grade level to determine instructional needs and to monitor progress.

STUDENTS

Students’ English Language Skills

At Anza, 87 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	87%	68%	70%
English Learners	13%	32%	30%

SOURCE: Language census for the 2012–2013 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 92 students classified as English Learners. At Anza, 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	88%	88%	84%
Vietnamese	0%	1%	3%
Cantonese	2%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	3%	1%	1%
Korean	0%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	7%	8%	9%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

Ethnicity

Most students at Anza identify themselves as Hispanic/Latino. In fact, there are about three times as many Hispanic/Latino students as African American students, the second-largest ethnic group at Anza. 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	21%	8%	6%
Asian American/Pacific Islander	6%	10%	11%
Hispanic/Latino	57%	66%	54%
White	9%	14%	25%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. 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 \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Anza, 40 percent of the students qualified for this program, compared with 61 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	40%	69%	61%
Parents with some college	84%	51%	58%
Parents with college degree	52%	29%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 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 84 percent of the students at Anza have attended college and 52 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 64 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 Anza varies across grade levels from a low of 14 students to a high of 30. Our average class size schoolwide is 26 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	14	17
First grade	24	22
Second grade	26	26
Third grade	24	20
Fourth grade	30	24
Fifth grade	30	26

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

Safety

A clean, safe environment for learning is provided 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 more than adequate to support our instructional programs.

Teachers and instructional aides supervise the playgrounds. Our students are taught to resolve conflicts in a calm and non-physical manner. Fighting and/or physical altercations are extremely rare at Anza and result in serious and immediate consequences. 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.

The safety of students is the top priority here at Anza. In order to ensure safety for all we have an emergency protocol manual that is reviewed annually by all the teachers, staff members, and the school site council. It contains procedures for fire, earthquake, lockdown, and shelter in place. In addition to being reviewed, these scenarios are practiced as a school monthly to refine our actions and advocate for further safety. In the 2012-13 school year representatives from the local sheriff’s station reviewed and approved the plan. We work in collaboration with this and other emergency agencies to ensure our plans and procedures are up to date and effective.

Each staff member is assigned to various committees that will ensure safety during an actual emergency (search and rescues, first aide, communication, etc.). Anza participates annually in the Great California Shake Out. This provides us the opportunity to stage a full-scale earthquake drill with all committees engaged.

Discipline

At Anza we believe in setting high expectations for student behavior. We abide by the district’s strict behavior code, which is printed in the parent/student handbooks we provide on our web site. At the start of each year, teachers review all parts of our discipline policy with students. We focus on modeling and recognizing positive behavior, and using that as an example for others to follow. We acknowledge positive behavior for students at all grade levels through verbal praise, grade-level award ceremonies, classroom awards/rewards, group and individual recognition, and special activities. When students make poor behavioral choices, there is a progressive discipline program. Negative consequences can include verbal correction, loss of free time, ground citations, campus clean-up, white slips, detention, counseling, or loss of participation in activities or field trips. In extreme situations, students may be suspended or expelled. Our philosophy is to focus on fair play and respect, which has resulted in our positive campus environment.

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 help them develop organizational skills. We expect parents to review and discuss their children’s homework every night.

Schedule

The school year begins the first week of September and ends the third week of June; there are 180 days of instruction. Classes begin at 8:30 a.m. and end at 3 p.m. In kindergarten through third grade, we provide for smaller class sizes with our Early Bird/Late Bird schedules on all days except Wednesdays. Each Wednesday we release all students by 2:05 p.m. to allow for staff meetings and curricular planning.

Our reading intervention program provides after-school assistance to students in need of extra help. The Wiseburn Education Foundation has funded afterschool opportunities in choral and instrumental music, available for a minimal fee. Private companies also provide afterschool programs for a fee, including chess, dance, sculpting, engineering, and tennis. Our school office hours are from 7:30 a.m. to 4 p.m.

Parent Involvement

We have many ways for parents to participate in the life of Juan de Anza School, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with administrators to help make financial and educational decisions. Parents of English Learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone field trips. Our PTA provides invaluable support for our school through fund-raising and thousands of hours of volunteer work. The PTA also coordinates special family events such as restaurant nights and special parent information sessions. We encourage parents to come and get to know the Anza community through events such as the Pizza Picnic, Costume Parade, Winter Wonderland, and Spring Art Show. The Wiseburn Education Foundation provides funding for programs that enrich our arts and music opportunities. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in the fall and spring. Our PTA has been very successful in reaching out to new parents to help build our volunteer base.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Mrs. Sarah Nitsos is the principal at Anza. This is her 14th year in education. Mrs. Nitsos was most recently a teacher here at Anza and worked as a teacher in Inglewood prior to that. At Anza we believe in a shared leadership/decision-making model. Many groups help to make decisions that affect our school. The School Site Council, which makes many important decisions about the direction for Anza, comprises parent volunteers, administrators, and staff. Our English Language Advisory Committee (ELAC) includes many parents of English Learners, one teacher, and two aides who are bilingual in English and Spanish. The ELAC helps to shape our program for our English Learners. Our Leadership Team, made up of the principal and one teacher from each grade level, gathers input from classroom teachers and analyzes testing data to make curricular decisions and monitor the effectiveness of our programs.

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%
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	N/A	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	N/A	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 2013.

“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.

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 2013–2014 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. 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.

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

During the 2012–2013 school year, our teachers attended a day of staff development. This day was devoted to working on the district-wide plan for transitioning to the Common Core State Standards. These standards will replace the California Content Standards and place a higher demand on problem solving and critical thinking skills. We also continued our focus on student results, allowing our teachers to create their own assessments and to use district common assessments, with analysis of student achievement based on California Content Standards. Each Wednesday, students are released by 2:05 p.m. for grade-level and site-level planning activities.

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 to focus on and refine instruction.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2012–2013	N/A
2011–2012	0.0
2010–2011	0.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

Our teachers are evaluated regularly in accordance with state law. The district requires annual evaluations for probationary teachers. To ensure continued development of professional skills, staff development and activities are required within the district. Staff attends conferences and workshops at district expense. Many members of the teaching staff took at least one college-level course last year, and all participated in other professional development activities such as conferences and workshops.

Substitute Teachers

Our school has experienced little difficulty in obtaining qualified substitute teachers. Wiseburn will continue to provide qualified substitutes to cover classes for teachers who are absent. When substitutes are not available, non-teaching personnel may help with instructing 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

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	N/A
Behavioral/career counselors	N/A
Librarians and media staff	N/A
Psychologists	N/A
Social workers	N/A
Nurses	N/A
Speech/language/hearing specialists	N/A
Resource specialists	N/A

SOURCE: Data provided by the school district.

Specialized Programs and Staff

At Anza students have many opportunities to participate in afterschool activities and programs. Fourth and fifth grade students can study instrumental and choral music in our afterschool program. Other afterschool programs include chess, sculpting, tennis, dance, engineering, and drama. Special events such as the Jog-a-thon, Art Show, and the Variety Show help showcase student talents and promote the students' participation with their school.

Gifted and Talented Education (GATE)

Our GATE program begins in the third grade. Students are screened for GATE to see if they qualify for this program. In order to qualify, students had either high scores on standardized tests or are recommended by their teachers based on their exceptional academic abilities. Teachers work collaboratively to customize instruction for students according to their intellectual capabilities. GATE students participate in a pullout/afterschool 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

Anza Elementary offers programs and services to students in kindergarten through fifth grade who need an Individualized Education Program (IEP). We have two full-time Resource Specialist Program teachers and four part-time assistants. Other direct services and consultations were provided through nonpublic agencies and district consultants. Staff worked with students both within their regular classrooms and outside the classroom, according to their IEPs. We group students according to age and need.

A part-time school psychologist was on staff weekly as well as the at-risk counselor, who provided support for parents, staff, and students. Disability awareness activities, inclusion planning, and a team approach were Anza's means of ensuring that all students succeed. A district staff member who is on site a minimum of three times a week, provided speech and language services to students. District and nonpublic agency occupational therapists were also on site, supporting students in need by working with them directly or acting as consultants.

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 includes 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

Juan de Anza Elementary School was opened by the Wiseburn School District on October 31, 1946. This school was the second school built by the district, and it began with eight classrooms and one kindergarten room. Over the years, the school has grown along with the Del Aire neighborhood, and classrooms have been added to the six-acre campus.

In 1997 and 2000, Wiseburn voters approved two local school construction bonds along with plans to completely rebuild our schools. Anza was the first new construction project in the district. Construction started in June 2000, and the new campus was opened to students in June 2002. It includes a library, computer lab, and the Walter Guerrero Multi-purpose Center. Each classroom is equipped with six computers and audio/visual equipment for digital presentations. As we planned and built our new building, the academic performance of Anza students has continued to flourish. The state of California recognized Juan de Anza as a Distinguished School in 2000 and again in 2004. Our staff, students, and community look forward to continued success on our beautiful state-of-the-art campus. During the coming year we will continue to improve the condition of the Anza playing field.

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 Helen Bell Library is the centerpiece of Anza School. Thousands of books are available for students to check out for independent reading. Funding from our PTA and other sources allows our collection to expand by hundreds of books every year. Each week Anza students visit the library with their classmates and teacher. An instructional aide manages our library with the help of parent volunteers, who process books into our computerized inventory system. The library is tagged with reading levels on all books for the Accelerated Reader program. This program is now a part of our focus on reading comprehension for students in grades 2-5.

Computers

At Anza we believe that technology is an important tool that allows us to maximize student learning. Each classroom has six computers for student use. The library also has six computers, and the computer lab has 30 computers. Two rolling carts with 15 laptop computers each are available for use in classrooms. Each classroom now has an LCD projector and document camera for teacher and/or student presentations. Teachers use laptops to communicate with colleagues and parents, to plan and design curricular materials, and to keep track of student attendance and grades.

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 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum and the Transition to the Common Core

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.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012–2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013–2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

SCHOOL EXPENDITURES

During 2007–2008 the cost of operating the Wiseburn School District from general purpose funds was \$17,594,567, which came to \$8,280 per student. In addition to those monies, Juan de Anza Elementary School received funds for state and federally funded special projects such as Gifted and Talented Education, English Learners, School Improvement Program, and special education.

Spending per Student (2011–2012)

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 658 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)	\$4,718	\$5,270	-10%	\$5,653	-17%
Restricted funds (\$/student)	\$520	\$1,970	-74%	\$3,083	-83%
TOTAL (\$/student)	\$5,239	\$7,240	-28%	\$8,736	-40%

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 (2011–2012)

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)	\$2,062,320	\$153,996	\$2,216,316	64%
Other staff salaries	\$332,313	\$137,623	\$469,936	14%
Benefits	\$483,904	\$50,825	\$534,729	16%
Books and supplies	\$112,103	\$0	\$112,103	3%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$114,048	\$0	\$114,048	3%
TOTAL	\$3,104,688	\$342,444	\$3,447,132	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

Compensation of Staff with Teaching Credentials (2011–2012)

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 29 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	N/A	N/A	N/A	\$71,848	N/A
Retirement benefits	N/A	N/A	N/A	\$5,888	N/A
Health and medical benefits	N/A	N/A	N/A	\$10,391	N/A
Other benefits	N/A	N/A	N/A	\$720	N/A
TOTAL	N/A	N/A	N/A	\$88,847	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 (2011–2012)

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	N/A	N/A
Retirement benefits	N/A	N/A
Health and medical benefits	N/A	N/A
Other benefits	N/A	N/A
TOTAL	N/A	

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 2013. The CDE may release additional or revised data for the 2012–2013 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 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

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.

» Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. 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	2011–2012	2012–2013	2013–2014
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	28	27	27
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	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, July 25, 2014.

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	2011–2012	2012–2013	2013–2014
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, July 25, 2014.

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, July 25, 2014. This information was collected on Monday, September 30, 2013.

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	Good	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	Good	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	Fair	Damage to ceiling tiles
C. CLEANLINESS	Good	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	Good	No apparent problems.
E. RESTROOMS/FOUNTAINS	Good	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY	Good	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	Good	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.

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

INSPECTORS AND ADVISORS: This report was completed on Friday, July 25, 2014 by Wendy Tsubaki (Superintendent's Secy). The facilities inspection occurred on Wednesday, November 06, 2013. 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 Wednesday, November 06, 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	689
Black/African American	21%
American Indian or Alaska Native	0%
Asian	3%
Filipino	1%
Hispanic or Latino	57%
Pacific Islander	1%
White (not Hispanic)	9%
Two or more races	6%
Ethnicity not reported	0%
Socioeconomically disadvantaged	40%
English Learners	22%
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. 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	105
Grade 1	120
Grade 2	105
Grade 3	118
Grade 4	121
Grade 5	120
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2012.

Average Class Size by Grade Level

GRADE LEVEL	2010–2011	2011–2012	2012–2013
Kindergarten	25	25	14
Grade 1	21	23	24
Grade 2	21	22	26
Grade 3	28	29	24
Grade 4	31	30	30
Grade 5	26	31	30
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 2012.

Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2010–2011			2011–2012			2012–2013		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	2	4	0	2	4	0	5	3	0
Grade 1	5	0	0	4	16	0	0	20	0
Grade 2	5	0	0	24	6	0	0	24	0
Grade 3	0	4	0	0	30	0	6	24	0
Grade 4	0	3	0	0	28	0	0	28	0
Grade 5	1	2	0	0	21	0	0	28	0
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2012.

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
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	33	28	N/A	N/A
Without Full Credential	0	3	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
Grade 5	97%	75%	34%
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. This information is from the 2012–2013 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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2012–2013	N/A	1	N/A
2011–2012	0	1	N/A
2010–2011	0	1	5
Expulsions per 100 students			
2012–2013	N/A	0	N/A
2011–2012	0	0	N/A
2010–2011	0	0	0

SOURCE: Information for the two most recent years provided by the school district. Prior 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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	72%	73%	76%	71%	73%	73%	54%	56%	55%
Mathematics	79%	71%	71%	51%	51%	52%	49%	50%	50%
Science	78%	74%	61%	81%	66%	66%	57%	60%	59%

SOURCE: STAR results, spring 2013 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 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
African American	76%	69%	76%
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	73%	68%	52%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	86%	78%	N/A
Two or more Races	88%	76%	N/A
Boys	75%	72%	64%
Girls	77%	69%	59%
Socioeconomically disadvantaged	70%	62%	50%
English Learners	60%	57%	N/A
Students with disabilities	57%	51%	N/A
Receives migrant education services	N/A	N/A	N/A

SOURCE: STAR results, spring 2013 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	2010–2011	2011–2012	2012–2013
Statewide rank	8	9	8
Similar-schools rank	9	9	7

SOURCE: The API Base Report from May 2013.

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
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	+11	-4	-11	871
Black/African American	-14	+7	-6	873
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	+10	947
Filipino	N/A	-22	N/A	N/A
Hispanic or Latino	+10	-2	-12	858
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+60	-40	+12	929
Two or more races	-7	+15	-34	891
Socioeconomically disadvantaged	+3	+20	-1	839
English Learners	+32	+16	-2	834
Students with disabilities	+63	+22	-25	791

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. 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	450	871	1,950	870	4,655,989	790
Black/African American	101	873	385	876	296,463	708
American Indian or Alaska Native	2	N/A	4	N/A	30,394	743
Asian	14	947	69	903	406,527	906
Filipino	9	N/A	39	922	121,054	867
Hispanic or Latino	257	858	1,145	853	2,438,951	744
Pacific Islander	5	N/A	24	846	25,351	774
White (non Hispanic)	38	929	195	919	1,200,127	853
Two or more races	22	891	85	908	125,025	824
Socioeconomically disadvantaged	198	839	980	841	2,774,640	743
English Learners	100	834	453	816	1,482,316	721
Students with disabilities	68	791	249	759	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. 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 770 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	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 2013.

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	1
Percentage of schools currently in PI	17%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

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
FISCAL YEAR 2011–2012			
Total expenses	\$17,359,383	\$8,575,019,725	\$46,420,178,248
Expenses per student	\$7,014	\$7,846	\$8,382
FISCAL YEAR 2010–2011			
Total expenses	\$16,558,725	\$8,497,573,732	\$46,278,595,991
Expenses per student	\$6,826	\$7,789	\$8,323

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 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	\$41,327
Midrange teacher’s salary	\$70,238	\$63,903
Highest-paid teacher’s salary	\$84,579	\$81,573
Average principal’s salary (elementary school)	\$103,787	\$103,887
Superintendent’s salary	\$183,789	\$155,551
Percentage of budget for teachers’ salaries	44%	41%
Percentage of budget for administrators’ salaries	5%	6%

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