Juan Cabrillo 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.**

Juan Cabrillo 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

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

How to Contact Our District

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

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Juan Cabrillo School

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

» Principal's Message

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

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

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

Margaret Lynch, PRINCIPAL

Grade range and calendar
K–2
TRADITIONAL

Academic Performance Index
888
County Average: 812
State Average: 810

Student enrollment
498
County Average: 586
State Average: 534

Major Achievements

- In 2012-2013 Cabrillo's Academic Performance Index (API) of 888 remained strong and above the state goal of 800.

- Cabrillo students' performance on the California Standards Tests in language arts and math exceeded the statewide average of all students in California.

- Cabrillo's API growth for all students and for subgroups has met the target goals for improvement. There is essentially no gap between the overall achievement scores of students and the focus subgroup of English Language Learners.

- Cabrillo School became a California Distinguished School in 2007, was invited to reapply for California Distinguished School in 2011-2012, and was again awarded that distinction.

- In addition to California Distinguished School, Cabrillo was recognized as a Title I Academic Achievement School in 2011-2012 for academic growth and success. Cabrillo has been identified as providing services funded by Title I (a federal program that provides funds to work with educationally disadvantaged students) in the Wiseburn School District for over 20 years. Most of this funding is allocated to hire instructional aides who work with students during the Early Bird reading time. This practice has proved successful, because each year fewer students are performing below grade level, fewer are recommended for retention, and more students achieve scores in the Advanced and Proficient ranges on the standardized test given in the spring.

- The PTA and the Wiseburn Education Foundation (WEF) support a strong infusion of visual and performing arts with the core curriculum. In 2012-2013 the PTA helped to fund and teach Hands-on Art in every classroom. In addition, every kindergarten, first, and second grade class participated in a series of dance classes from a Music Center trained professional. A district grant from the William Keck foundation through P.S. Arts provided a teaching artist for one trimester of classes for every first and second grade classroom.

Focus for Improvement

- A district and school focus for 2012-2013 was to continue thoughtful implementation of the Common Core standards in English Language Arts and Math. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide. A teacher from each grade level represented Cabrillo in the district committee for language arts and in the district committee for math. The grade level reps for the district committee in language arts piloted writing projects aligned to the new Common Core Standards for English language arts. Grade level reps for the district committee in math guided their grade level team in identifying consistencies and differences between the current State Standards and the new Common Core Standards. Teachers looked at ways to address the Common Core standards with teaching strategies and current adoption materials.

- In 2013-2014, the District English Language Arts focus for Common Core implementation will be in the following six focus areas:

MEASURES OF PROGRESS

Academic Performance Index

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

Cabrillo's API was 888 (out of 1000). This is a decline of 18 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 906. 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 9 out of 10.
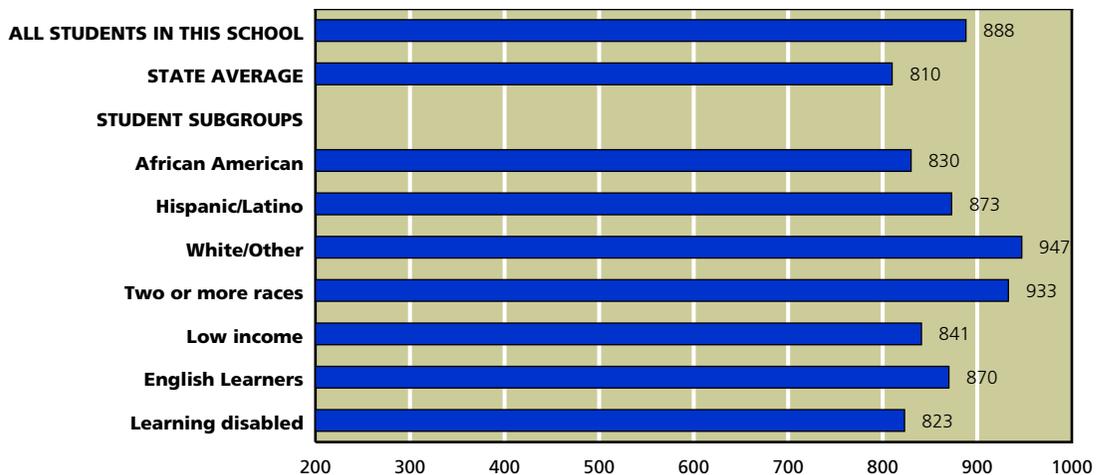
SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements 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 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	**888**
Growth attained from prior year	**-18**
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

	API
ALL STUDENTS IN THIS SCHOOL	888
STATE AVERAGE	810
STUDENT SUBGROUPS	
African American	830
Hispanic/Latino	873
White/Other	947
Two or more races	933
Low income	841
English Learners	870
Learning disabled	823

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 seven out of 13 criteria for yearly progress. Because we fell short in six areas, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

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	**Yes**

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 BY ETHNICITY				
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.

Program Improvement, a Federal Intervention Program

A BRIEF HISTORY OF OUR SCHOOL'S PLACEMENT IN PROGRAM IMPROVEMENT: Cabrillo was placed on the list of schools needing improvement (also known as Program Improvement, or PI) for the first time in 2013. In California, 596 elementary schools were in stage 1 of PI as of December 2013.

THE STAGES OF PROGRAM IMPROVEMENT: Program Improvement is a five–stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

FEDERAL INTERVENTION PROGRAM	
PI	
PROGRAM IMPROVEMENT	
In PI since	**2013**
Stage of PI	**1 of 5**
Change in 2013	**Entered PI**

SOURCE: PI status 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.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET ■ AYP GOALS MET ■
2012	**Not in PI**	Cabrillo met 11 of the 13 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	■■■■■■■■■■■■■
2013	**1**	We met seven of the 13 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	■■■■■■■■■■■■■

SOURCE: PI status 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. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

CONSEQUENCES

PARENTS: Because Cabrillo is in stage (year) 1 of PI, parents of students have just one option. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff.

SCHOOL: The school's staff is revising its improvement plan. The staff is also using as much as ten percent of the school's Title I (federal) funds for coaching teachers.

DISTRICT: The district is establishing a peer review group to evaluate the school's annual improvement plan.
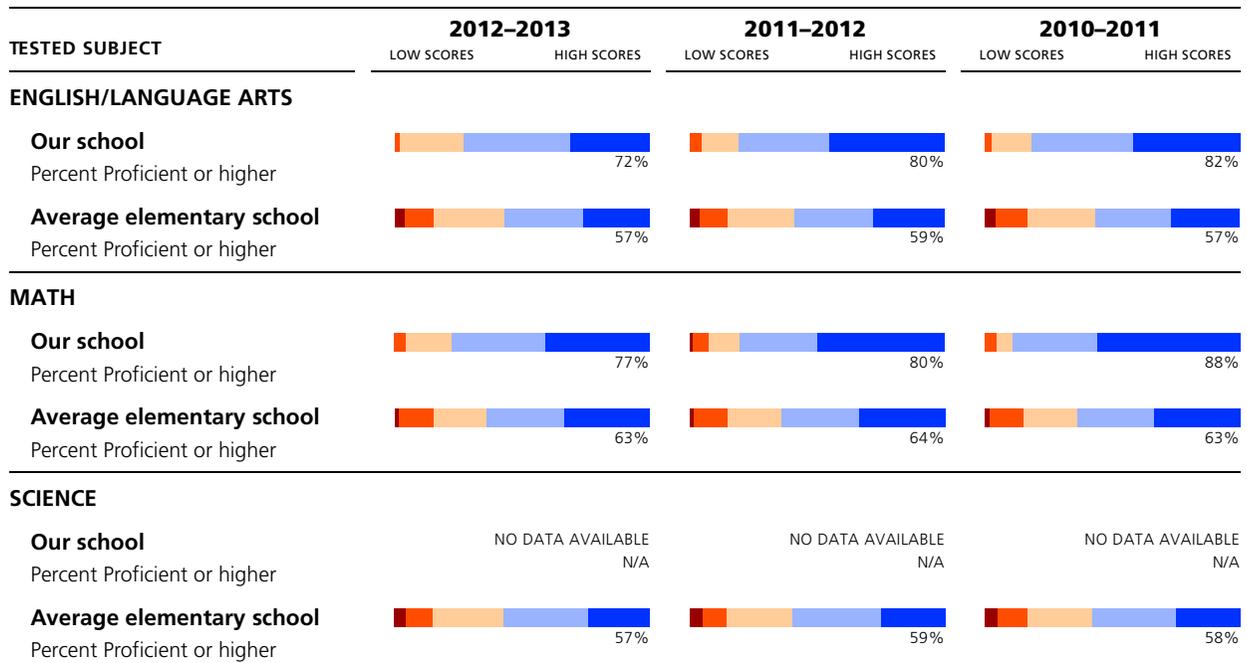
STUDENT ACHIEVEMENT

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

TESTED SUBJECT	2012–2013		2011–2012		2010–2011	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		72%		80%		82%
Average elementary school Percent Proficient or higher		57%		59%		57%
MATH						
Our school Percent Proficient or higher		77%		80%		88%
Average elementary school Percent Proficient or higher		63%		64%		63%
SCIENCE						
Our school Percent Proficient or higher	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A
Average elementary school Percent Proficient or higher		57%		59%		58%

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		72%	100%	**SCHOOLWIDE AVERAGE:** About 15 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):

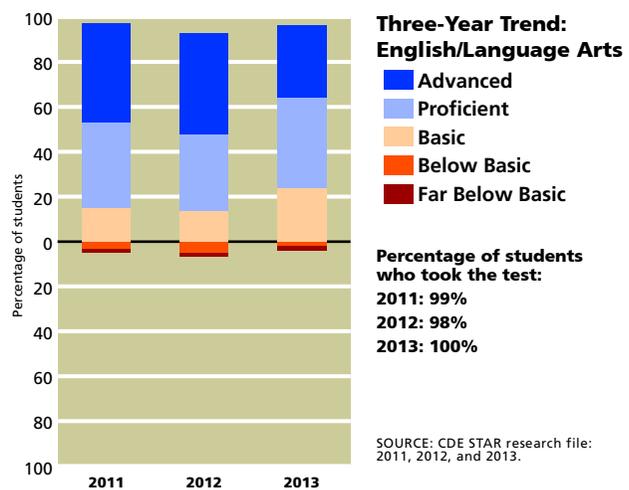■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		67%	67	**GENDER:** About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls		75%	95	
English proficient		74%	121	**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%	41	
Low income		59%	78	**INCOME:** About 24 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		83%	84	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	22	**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		74%	140	
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		68%	104	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	27	
Two or more races	DATA STATISTICALLY UNRELIABLE	N/S	12	

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.

Three-Year Trend: English/Language Arts

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2011: 99%
2012: 98%
2013: 100%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

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		77%	100%	**SCHOOLWIDE AVERAGE:** About 14 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

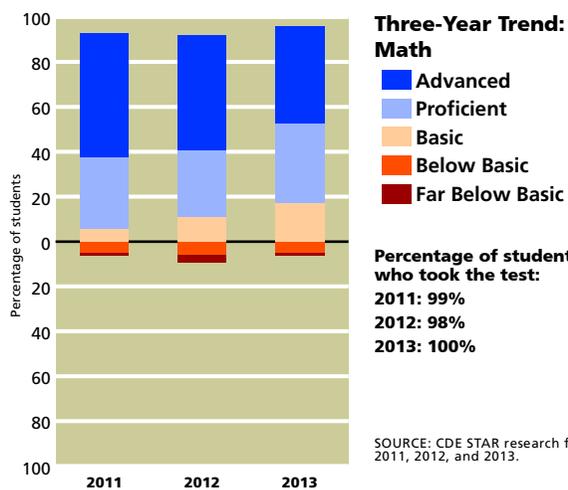**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

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

GROUP	LOW SCORES ... HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		78%	67	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		77%	95	
English proficient		80%	121	**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		68%	41	
Low income		60%	78	**INCOME:** About 33 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		93%	84	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	22	**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		81%	140	
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		72%	104	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	27	
Two or more races	DATA STATISTICALLY UNRELIABLE	N/S	12	

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 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

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2011: 99%
2012: 98%
2013: 100%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

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		57%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		57%	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	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 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 science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.

Other Measures of Student Achievement

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

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

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

STUDENTS

Students' English Language Skills

At Cabrillo, 78 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	78%	68%	70%
English Learners	22%	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 112 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	88%	88%	84%
Vietnamese	4%	1%	3%
Cantonese	0%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	1%	1%
Korean	2%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	4%	8%	9%

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

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	10%	8%	6%
Asian American/ Pacific Islander	4%	10%	11%
Hispanic/Latino	60%	66%	54%
White	17%	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 Cabrillo, 42 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	42%	69%	61%
Parents with some college	85%	51%	58%
Parents with college degree	48%	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 85 percent of the students at Cabrillo have attended college and 48 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 29 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 24 students to a high of 28. Our average class size schoolwide is 26 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	24	17
First grade	24	22
Second grade	28	26

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

Safety

We provide a clean, safe environment for learning at our school. Our custodial staff performs basic cleaning operations in each classroom every day and there is a regular schedule of ongoing maintenance. The daytime custodian was recognized as Wiseburn employee of the year for his dedication to excellence in job performance and positive attitude. Classroom space, library, office, and rest room facilities are adequate to support our instructional programs. Teachers and instructional aides provide playground supervision. Vandalism incidents continue to remain low. Students benefit from a clean, safe facility that reinforces the high value placed on education by the school community.

We hold monthly emergency drills for earthquake, fire, lockdown, shelter-in-place, earthquake and fire preparedness. Following each drill, the staff reflects on what went well and what improvements are needed. This feedback is given to the emergency preparedness team who make adjustments to procedures. The Safety Plan is reviewed each year by the School Site Council and revised if necessary. Parents, students and staff are advised of any changes in the plan at the beginning of the school year and throughout the year.

We have a closed campus, and all visitors must check into the office before entering campus. Volunteers must take a TB test and may be fingerprinted before they are allowed to work in a classroom on a regular basis.

Discipline

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

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

Homework

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

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

In the 2012-2013 School Site Council survey, 80% of parents who responded felt that the amount of homework for students was "about right".

Schedule

The school year usually begins the Wednesday after Labor Day in early September and ends the third week in June. In 2013-2014, all furlough days have been restored so students will have 180 days of school.

We use a split reading program that allows for small-group instruction. Kindergarten students attend either from 8:20 a.m. to 12:20 p.m. or from 10:15 a.m. to 2:15 p.m. First and second grade students attend either from 8:45 a.m. to 2 p.m. or 9:45 a.m. to 3 p.m. Classes have only half the total number of students in the morning or in the afternoon block for these peak academic times.

Parent Involvement

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

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

We inform parents about their children's progress with progress reports twice a year (if a child is receiving a D or an F) and through the standards-based report card three times a year. We hold parent conferences in the fall and in the spring.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Margaret Lynch completed her fourth year as principal of Juan Cabrillo Elementary School in 2012–2013. Before coming to Wiseburn, she served as an educator in the Lennox School District for 28 years. A lifelong educator, she taught first, second, and third grade, special education, she worked as a reading specialist, coordinator of staff development, and a principal. She has a master's degree from California State University, Dominguez Hills and a bachelor's degree from Loyola Marymount University.

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

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

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
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

In 2012-2013 district wide staff training was focused on studying and piloting lessons aligned to the new Common Core Standards in language arts and math. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide. This focus will continue in 2013-2014 prior to full implementation of the Common Core standards in 2015.

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.

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

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

Specialized Resource Staff

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

STAFF POSITION	STAFF (FTE)
Academic counselors	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

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 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 trains aides to assist the teachers with a remediation plan in the core curriculum within the school day. We also have an afterschool reading program for students who need extra help in reading/language arts.

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

In 2013-2014 the district funded Lexia, a web based program that individualizes student work in phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Students work at their own level whether it's on, below, or above grade level to accelerate their reading. Licenses are issued to all students and parents can access the program from home for additional practice.

Gifted and Talented Education (GATE)

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

Special Education Program

In 2012–2013 Cabrillo Elementary School served approximately 40 students, ages three through second grade, who were identified as having special education needs. Three full-time special education teachers and one part time special education teacher were on site to support these learners. District and staff contracted through the Los Angeles Office of Education provided services such as speech/language therapy and adaptive PE. District staff and nonpublic agencies also provided occupational therapy, physical therapy, and behavioral consultation.

The district maintains two special education preschool classes on the Cabrillo campus. The Early Intervention program follows a typical preschool curriculum and schedule as much as possible. The Early Intervention Preschool Special Day Class is self-contained. Students receive services specific to their needs during the course of the regular school day. Two full-time teachers and two instructional assistants supported students in need of this intensive language-based preschool. Aides worked one on one with students requiring additional support. Students received intensive programming to support their transition to kindergarten through this specially designed program, which focuses on 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.

Cabrillo also serves special education students in kindergarten through second grade. A Special Day Class (SDC) teacher and a part-time Resource Specialist Program (RSP) teacher serve identified students. All special education students spend a portion of their day in the regular classroom setting. Classroom assistants serve 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. The district implemented an English Learner Initiative in 2009–2010 that extended the school day for every English Learner, provided a certificated teacher to lead the program, and focused on teaching the language skills of the core curriculum to develop students' fluency in speaking, listening, reading, and writing in English. Teachers who work with English Learners hold Cross-cultural Language and Academic Development (CLAD) credentials or certificates issued by the state of California. After students have acquired a good working knowledge of English and meet our criteria, they are reclassified (as early as third grade) as fluent and are monitored for two years to ensure progress in the core curriculum.

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

RESOURCES

Buildings

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

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

Library

The Cabrillo library is a very inviting place specially designed for very young children. 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 28 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, an LCD projector, and a document camera. Each teacher has a laptop computer with access to email and the Internet. Teachers use computers to keep attendance, record grades, analyze test results, and correspond via email with parents and colleagues.

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

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 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**.

Wiseburn Elementary School District

SCHOOL EXPENDITURES

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

Spending per Student (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 475 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)	$4,792	$5,270	-9%	$5,653	-15%
Restricted funds ($/student)	$651	$1,970	-67%	$3,083	-79%
TOTAL ($/student)	$5,443	$7,240	-25%	$8,736	-38%

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)	$1,433,018	$131,477	$1,564,495	61%
Other staff salaries	$288,842	$128,064	$416,906	16%
Benefits	$351,053	$49,536	$400,589	15%
Books and supplies	$102,739	$0	$102,739	4%
Equipment replacement	$0	$0	$0	0%
Services and direct support	$100,474	$0	$100,474	4%
TOTAL	$2,276,126	$309,077	$2,585,203	

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 22 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.

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» 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	24	23	24
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.

Wiseburn Elementary School District

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	**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		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)	**Good**	No apparent problems.
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		No apparent problems.

AREA	RATING	DESCRIPTION
Ceilings, Posts or Beams Missing)		
Roofs		No apparent problems.
H. EXTERNAL	**Good**	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
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 Tuesday, November 05, 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 Tuesday, November 05, 2013.

» Data Almanac

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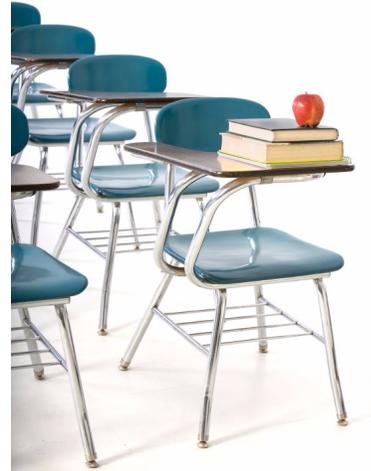
STUDENTS AND TEACHERS

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	498
Black/African American	10%
American Indian or Alaska Native	0%
Asian	2%
Filipino	1%
Hispanic or Latino	60%
Pacific Islander	0%
White (not Hispanic)	17%
Two or more races	8%
Ethnicity not reported	0%
Socioeconomically disadvantaged	43%
English Learners	23%
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	186
Grade 1	146
Grade 2	166
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2012.

Average Class Size by Grade Level

GRADE LEVEL	2010–2011	2011–2012	2012–2013
Kindergarten	28	23	24
Grade 1	22	23	24
Grade 2	22	19	28
Grade 3	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CALPADS, October 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	1	4	0	2	5	0	1	7	0
Grade 1	8	2	0	0	32	0	0	24	0
Grade 2	3	3	0	42	18	0	0	36	0
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	28	24	N/A	N/A
Without Full Credential	0	1	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.

| | PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES | | |
GRADE LEVEL	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL 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. 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	1	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.

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.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**
English/ language arts	82%	80%	72%	71%	73%	73%	54%	56%	55%
Mathematics	88%	78%	77%	51%	51%	52%	49%	50%	50%
Science	N/A	N/A	N/A	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.

	STUDENTS SCORING PROFICIENT OR ADVANCED		
STUDENT GROUP	**ENGLISH/ LANGUAGE ARTS 2012–2013**	**MATHEMATICS 2012–2013**	**SCIENCE 2012–2013**
African American	58%	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	68%	72%	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	81%	93%	N/A
Two or more Races	83%	92%	N/A
Boys	67%	78%	N/A
Girls	75%	77%	N/A
Socioeconomically disadvantaged	59%	60%	N/A
English Learners	66%	68%	N/A
Students with disabilities	59%	50%	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.

<div style="background:blue;color:white;text-align:center">**ACCOUNTABILITY**</div>

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	9	10	9
Similar-schools rank	10	10	10

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.

	ACTUAL API CHANGE			API
SUBGROUP	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	+40	-22	-18	888
Black/African American	+22	+59	-72	830
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	+58	-54	-1	873
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+27	-3	-38	947
Two or more races	N/A	N/A	-18	933
Socioeconomically disadvantaged	+67	-48	-17	841
English Learners	+21	-55	+8	870
Students with disabilities	+119	-84	+72	823

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.

Wiseburn Elementary School District

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	160	888	1,950	870	4,655,989	790
Black/African American	12	830	385	876	296,463	708
American Indian or Alaska Native	0	N/A	4	N/A	30,394	743
Asian	4	N/A	69	903	406,527	906
Filipino	2	N/A	39	922	121,054	867
Hispanic or Latino	103	873	1,145	853	2,438,951	744
Pacific Islander	1	N/A	24	846	25,351	774
White (non Hispanic)	26	947	195	919	1,200,127	853
Two or more races	12	933	85	908	125,025	824
Socioeconomically disadvantaged	86	841	980	841	2,774,640	743
English Learners	41	870	453	816	1,482,316	721
Students with disabilities	29	823	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.