# Juan Cabrillo School

## School Accountability Report Card, 2007–2008
### Wiseburn Elementary School District

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

Wiseburn School District
providing excellence in education
Est. 1896

# Juan Cabrillo School

School Accountability Report Card, 2007–2008
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 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

**http://www.schoolwisepress.com/sarc/ links_2008_en.html**

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

**How to Contact Our School**

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Hawthorne, CA 90250
Principal: Jane Comitz
Phone: (310) 725-5400

**How to Contact Our District**

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# Juan Cabrillo School

School Accountability Report Card, 2007–2008
Wiseburn Elementary School District

## » Principal's Message

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

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

The Cabrillo staff is committed to providing an effective educational program that meets the learning needs of individual students. We offer all students opportunities to develop their capabilities academically, physically, and socially so that they can become productive, contributing members of our changing society.

We update our Single Plan for Student Achievement each year, and we wrote an Improvement Plan during the 2007–2008 school year. We have been reviewing our Master Plan for English Learners, and we intend to simplify it for parents and to make the parental notification forms simpler and more understandable.

Jane Comitz, PRINCIPAL

**Grade range and calendar**
**K–2**
TRADITIONAL

**Academic Performance Index**
**833**
County Average: 767
State Average: 776

**Student enrollment**
**367**
County Average: 615
State Average: 523

**Teachers**
**23**
County Average: 31
State Average: 26

**Students per teacher**
**16**
County Average: 20
State Average: 20

**Students per computer**
**4**
County Average: 4
State Average: 4

## Major Achievements

- In 2007–2008 Cabrillo's Academic Performance Index (API) was 833.

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

- We have consistently achieved our targets for Adequate Yearly Progress (AYP) as required by the federal No Child Left Behind Act.

- Cabrillo School was named a California Distinguished School for the first time because of its high API and because all subgroups met the target goals for improvement.

- Cabrillo has been the identified school for providing services funded by Title I (a federal program that provides funds to work with educationally disadvantaged students) in the Wiseburn School District for over 20 years. We use most of this funding to hire teaching aides who work with our students during the Early Bird reading time. This practice has proved successful, because each year fewer students are performing below grade level, fewer are recommended for retention, and more second grade students achieve scores in the Advanced and Proficient ranges on the standardized test given in the spring.

## Focus for Improvement

- After evaluating the Single Plan for Student Achievement, Cabrillo staff wrote an Improvement Plan for the coming year. In language arts, staff will continue to get training in comprehension skills, technology, and the writing process. In math, staff will get training in instructional strategies to increase student achievement in problem solving.

- We want to expose our students to various areas of the curriculum using technology; therefore we will be purchasing additional software appropriate for kindergarten through grade two.

- We provide extra help for students who are having difficulty meeting the California Content Standards for their grade, such as making accommodations in the classroom, extending the student's school day, afterschool help with reading, and providing help through the Title I program.

- English Learners comprise 35 percent of the student body. Credentialed staff and others who work with our English Learners constantly review new methods of instruction to help these students achieve mastery in reading, listening, speaking, and writing in English.

- We will continue using the Step Up to Writing program and to refine the scoring system to improve students' writing abilities.

- We started using the Datawise Assessment System to analyze assessment data on each child in 2006–2007 and will continue to refine this process by including all of the district assessments as well as California English Language Development Test and state standardized test scores.

- During the 2008–2009 school year we will focus on customization of instructional strategies according to each child's abilities.

## MEASURES OF PROGRESS

### Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests, the California Achievement Test, 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 833 (out of 1000). This is an increase of 6 points compared to 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 2006–2007 test results, we started the 2007–2008 school year with an API base score of 827. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 8 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to 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 did not meet some or all of our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

| CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX | |
|---|---|
| Met schoolwide growth target | **Yes** |
| Met growth target for prior school year | **Yes** |
| API score | **833** |
| Growth attained from prior year | **+6** |
| Met subgroup* growth targets | **No** |
| Underperforming school | **No** |

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

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

### API, Spring 2008
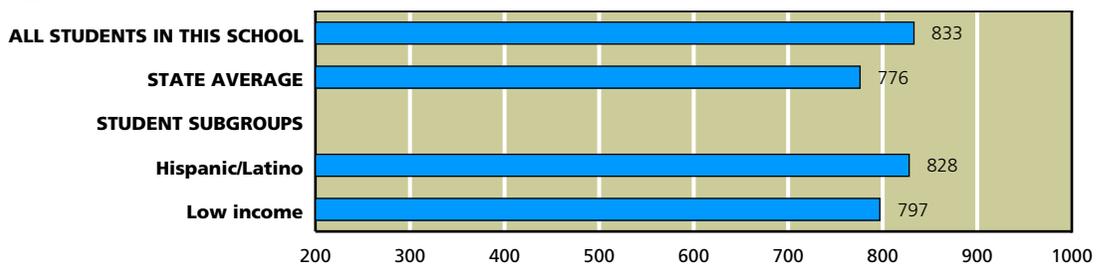


SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

## Adequate Yearly Progress

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

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

| FEDERAL **AYP** ADEQUATE YEARLY PROGRESS | |
|---|---|
| Met AYP | **Yes** |
| Met schoolwide participation rate | **Yes** |
| Met schoolwide test score goals | **Yes** |
| Met subgroup* participation rate | **Yes** |
| Met subgroup* test score goals | **Yes** |
| Met schoolwide API for AYP | **Yes** |
| Program Improvement school in 2008 | **No** |

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

## Adequate Yearly Progress, Detail by Subgroup

🟢 MET GOAL     🔴 DID NOT MEET GOAL     ▬ NOT ENOUGH STUDENTS

| | English/Language Arts | | Math | |
|---|---|---|---|---|
| | DID 95% OF STUDENTS TAKE THE CST? | DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST? | DID 95% OF STUDENTS TAKE THE CST? | DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST? |
| **SCHOOLWIDE RESULTS** | 🟢 | 🟢 | 🟢 | 🟢 |
| **SUBGROUPS OF STUDENTS** | | | | |
| Low income | 🟢 | 🟢 | 🟢 | 🟢 |
| **STUDENTS BY ETHNICITY** | | | | |
| Hispanic/Latino | 🟢 | 🟢 | 🟢 | 🟢 |

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 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 Adequate Yearly Progress.

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.
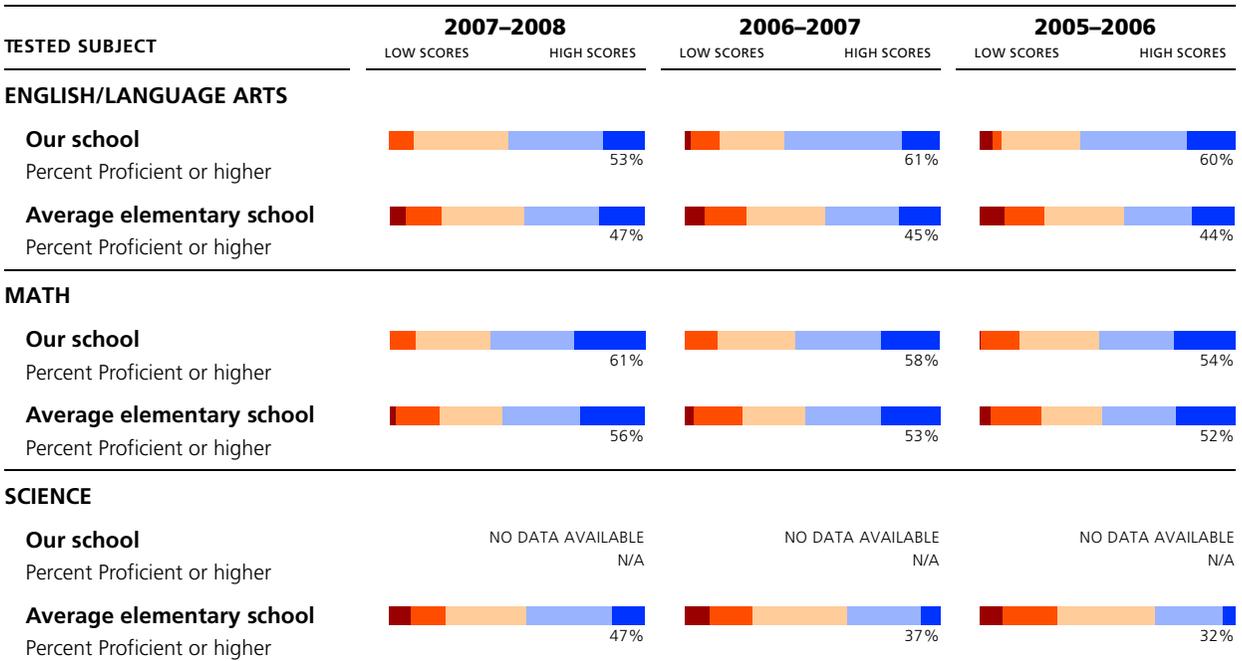
## STUDENT ACHIEVEMENT

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 to 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 | 2007–2008 | | 2006–2007 | | 2005–2006 | |
|---|---|---|---|---|---|---|
| | LOW SCORES | HIGH SCORES | LOW SCORES | HIGH SCORES | LOW SCORES | HIGH SCORES |
| **ENGLISH/LANGUAGE ARTS** | | | | | | |
| **Our school** Percent Proficient or higher | | 53% | | 61% | | 60% |
| **Average elementary school** Percent Proficient or higher | | 47% | | 45% | | 44% |
| **MATH** | | | | | | |
| **Our school** Percent Proficient or higher | | 61% | | 58% | | 54% |
| **Average elementary school** Percent Proficient or higher | | 56% | | 53% | | 52% |
| **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 | | 47% | | 37% | | 32% |

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

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

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

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?**   When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?**   Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 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** | | 53% | 100% | **SCHOOLWIDE AVERAGE:** About six percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| **AVERAGE ELEMENTARY SCHOOL IN THE COUNTY** | | 44% | 98% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | 47% | 97% | |

## Subgroup Test Scores

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

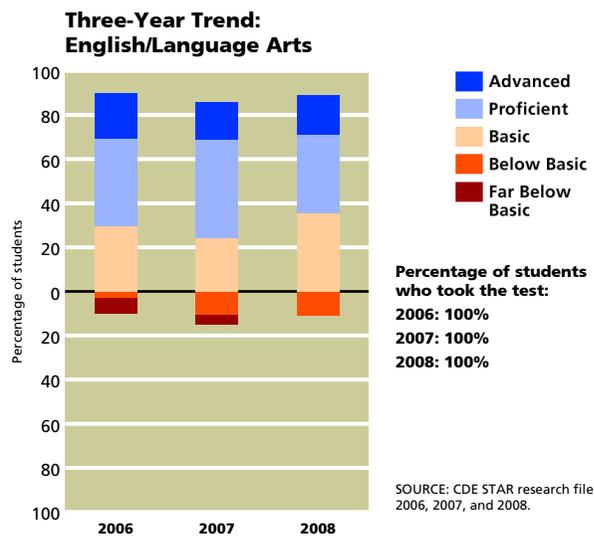■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES　　　　HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|
| **Boys** | | 58% | 52 | **GENDER:** About eight percent more boys than girls at our school scored Proficient or Advanced. |
| **Girls** | | 50% | 66 | |
| **English proficient** | | 57% | 82 | **ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage. |
| **English Learners** | | 44% | 36 | |
| **Low income** | | 48% | 61 | **INCOME:** About 12 percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| **Not low income** | | 60% | 57 | |
| **Learning disabled** | NO DATA AVAILABLE | N/A | 8 | **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** | | 56% | 110 | |
| **African American** | DATA STATISTICALLY UNRELIABLE | N/S | 26 | **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** | | 53% | 66 | |
| **White/Other** | DATA STATISTICALLY UNRELIABLE | N/S | 15 | |

SOURCE: The scores for the CST are from the spring 2008 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**



Legend:
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

**Percentage of students who took the test:**
**2006: 100%**
**2007: 100%**
**2008: 100%**

SOURCE: CDE STAR research file: 2006, 2007, and 2008.

## 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** | | | 61% | 100% | **SCHOOLWIDE AVERAGE:** About five percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| **AVERAGE ELEMENTARY SCHOOL IN THE COUNTY** | | | 55% | 94% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | | 56% | 94% | |

## Subgroup Test Scores

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

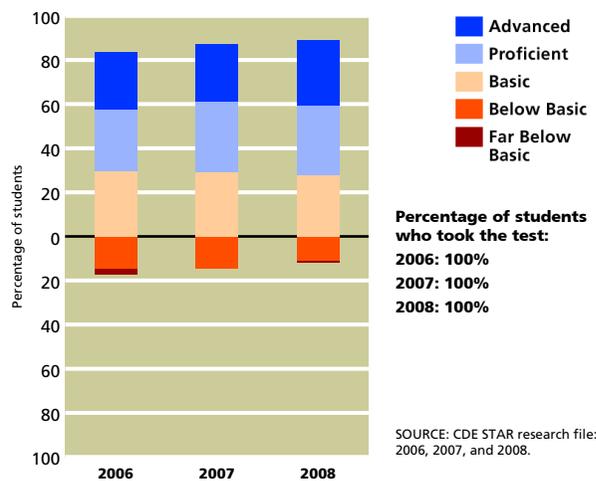■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|---|
| **Boys** | | | 67% | 52 | **GENDER:** About 12 percent more boys than girls at our school scored Proficient or Advanced. |
| **Girls** | | | 55% | 66 | |
| **English proficient** | | | 65% | 82 | **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** | | | 50% | 36 | |
| **Low income** | | | 49% | 61 | **INCOME:** About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| **Not low income** | | | 72% | 57 | |
| **Learning disabled** | NO DATA AVAILABLE | | N/A | 8 | **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** | | | 64% | 110 | |
| **African American** | DATA STATISTICALLY UNRELIABLE | | N/S | 26 | **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** | | | 59% | 66 | |
| **White/Other** | DATA STATISTICALLY UNRELIABLE | | N/S | 15 | |

SOURCE: The scores for the CST are from the spring 2008 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:**
2006: 100%
2007: 100%
2008: 100%

SOURCE: CDE STAR research file: 2006, 2007, and 2008.

## 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** | | | 44% | 97% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | | 47% | 96% | |

## Subgroup Test Scores

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

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

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|---|
| **Boys** | 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 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

## California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

| SUBJECT | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|---|
| **READING** | | | | |
| **High-scoring students** | Percentage of students scoring in the top quarter nationally (above the 75th percentile) | N/A | 12% | 15% |
| **Students scoring at or above average** | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | N/A | 33% | 39% |
| **LANGUAGE** | | | | |
| **High-scoring students** | Percentage of students scoring in the top quarter nationally (above the 75th percentile) | N/A | 17% | 19% |
| **Students scoring at or above average** | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | N/A | 43% | 47% |
| **MATH** | | | | |
| **High-scoring students** | Percentage of students scoring in the top quarter nationally (above the 75th percentile) | N/A | 28% | 30% |
| **Students scoring at or above average** | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | N/A | 53% | 56% |

SOURCE: The scores for the CAT/6 are from the spring 2008 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. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
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.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). Cabrillo did not report how many students scored at or above average on the CAT/6.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). Cabrillo did not report how many students were high scoring on the CAT/6.

## Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.
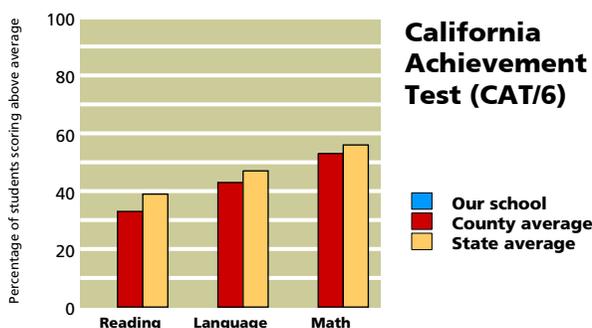


**California Achievement Test (CAT/6)**

■ Our school
■ County average
■ State average

SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Wiseburn Elementary School District

## Other Measures of Student Achievement

We use the districtwide assessment system, which includes tests at the beginning, middle, and end of the school year in language arts, math, and writing. In the classroom, teachers monitor achievement through ongoing classroom assignments, projects, homework, class work, running records, quizzes, and end-of-unit tests. From these multiple measures of assessment, teachers identify candidates for an extended day or for afterschool reading help. Last year we began using the Datawise Assessment System to monitor student progress, identify instructional strengths and areas of improvement, and customize instruction according to student needs and abilities.

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

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

## STUDENTS

### Students' English Language Skills

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

| LANGUAGE SKILLS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **English-proficient students** | 67% | 63% | 68% |
| **English Learners** | 33% | 37% | 32% |

SOURCE: Language Census for school year 2007–2008. 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 122 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** | 87% | 89% | 85% |
| **Vietnamese** | 2% | 1% | 3% |
| **Cantonese** | 2% | 2% | 1% |
| **Hmong** | 0% | 0% | 1% |
| **Filipino/Tagalog** | 3% | 1% | 1% |
| **Korean** | 0% | 2% | 1% |
| **Khmer/Cambodian** | 0% | 0% | 0% |
| **All other** | 6% | 5% | 8% |

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

### Ethnicity

Most students at Cabrillo identify themselves as Hispanic/Latino. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

| ETHNICITY | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **African American** | 14% | 9% | 7% |
| **Asian American/ Pacific Islander** | 5% | 10% | 11% |
| **Hispanic/Latino** | 53% | 64% | 50% |
| **White/European American/ Other** | 28% | 17% | 32% |

SOURCE: CBEDS census of October 2007. 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 $38,203 a year (based on a family of four) in the 2007–2008 school year. At Cabrillo, 47 percent of the students qualified for this program, compared to 55 percent of students in California.

| FAMILY FACTORS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Low-income indicator** | 47% | 63% | 55% |
| **Parents with some college** | 75% | 47% | 54% |
| **Parents with college degree** | 40% | 27% | 30% |

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 75 percent of the students at Cabrillo have attended college, and 40 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.

| AVERAGE CLASS SIZE BY GRADE | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Kindergarten** | 19 | 20 | 20 |
| **First grade** | 19 | 20 | 19 |
| **Second grade** | 20 | 20 | 19 |

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

The average class size at Cabrillo varies across grade levels from a low of 19 students to a high of 20. Our average class size schoolwide is 19 students. The average class size for elementary schools in the state is 22 students.

### Safety

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

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

### Discipline

We use a schoolwide discipline plan that we publish in the parent-student handbook given to each family the first day of school. Teachers, administrators, and other staff members model and reinforce high standards of behavior. Our teachers focus on the positive and maintain a warm atmosphere in the classroom. We have a system of rewards, incentives, and recognition. We give consequences when necessary, but we always take the age of the child into consideration. Our philosophy is to prevent problems by recognizing positive behavior. Our student recognition program encourages good

| KEY FACTOR | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Suspensions per 100 students** | | | |
| 2007–2008 | 2 | 1 | 6 |
| 2006–2007 | 1 | 1 | 6 |
| 2005–2006 | 0 | 1 | 5 |
| **Expulsions per 100 students** | | | |
| 2007–2008 | 0 | 0 | 0 |
| 2006–2007 | 0 | 0 | 0 |
| 2005–2006 | 0 | 0 | 0 |

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

citizenship through monthly student success assemblies, Cabrillo Cub Card prizes, perfect attendance awards, and lunch with the principal, as well as classroom rewards and/or certificates.

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

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

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

During the 2007–2008 school year, we had six suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

## Homework

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

Parent involvement is an integral part of homework. We support families through homework hotlines, teacher/classroom Web sites, and regular parent-teacher conferencing. Homework tips are provided through articles in parent newsletters and parent education programs. Parents receive explanations of classroom curriculum design and homework at Back-to-School Night and through classroom communications and progress reports. Older students receive school planners at the beginning of the academic year to support development of organizational skills. We expect parents to review and approve their child's homework every night. We have afterschool tutoring programs throughout the year for students in need.

## Schedule

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

We use a split reading program that allows for small-group instruction. Kindergarten students attend either from 8:30 a.m. to 12:20 p.m. or from 10 a.m. to 1:50 p.m. First and second grade students attend either from 8:45 a.m. to 2 p.m. or 9:45 a.m. to 3 p.m. Classes have no more than ten students in the morning or ten students in the afternoon during the peak academic times.

Students can participate in extracurricular classes after school in visual and performing arts and PE. Parents pay for these classes. During the 2007–2008 school year, students attended LA Tennis Academy or Performing Arts Workshop.

## Parent Involvement

We actively solicit parent participation at Cabrillo School. Parents can volunteer regularly in the classrooms or occasionally for the PTA-sponsored Hands-on-Art projects. They chaperone field trips and are invited to assemblies. Parents are involved as advisors and decision-makers in the school governing process by being part of the School Site Council or English Language Advisory Committee. We invite them to Back-to-School Night, Open House, Family Literacy Night, homework help sessions, and other afterschool and evening events. We provide family meetings and orientations in June and September of each year and communicate in writing through the Parent/Student Handbook and monthly messages from the principal.

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

## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Jane Comitz has had the privilege of being the principal of Juan Cabrillo Elementary School for the past 14 years. Before that she taught for a total of 19 years at Dana Middle School in the Wiseburn School District and at St. Bernard High School in Playa Del Rey, California. She has a master's degree from California State University, Dominguez Hills and a bachelor's degree from College Misericordia in Pennsylvania.

Ms. Comitz believes in a team atmosphere and actively solicits input from the staff, parents, students, and the community to achieve group consensus on major school issues. An active leadership team, which consists of teachers from all grade levels, assists the principal through the shared decision-making process.

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

### Teacher Experience and Education

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|---|
| **Teaching experience** | Average years of teaching experience | 11 | 13 | 13 |
| **Newer teachers** | Percentage of teachers with one or two years of teaching experience | 4% | 9% | 11% |
| **Teachers holding an MA degree or higher** | Percentage of teachers with a master's degree or higher from a graduate school | 44% | 39% | 34% |
| **Teachers holding a BA degree alone** | Percentage of teachers whose highest degree is a bachelor's degree from a four-year college | 56% | 61% | 66% |

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About four percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 11 years of experience. About 56 percent of our teachers hold a bachelor's degree from a four-year college or university. About 44 percent have completed a master's degree or higher.

## Credentials Held by Our Teachers

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|---|
| **Fully credentialed teachers** | Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level | 96% | 97% | 97% |
| **Trainee credential holders** | Percentage of staff holding an internship credential | 0% | 2% | 2% |
| **Emergency permit holders** | Percentage of staff holding an emergency permit | 4% | 3% | 2% |
| **Teachers with waivers** | Lowest level of accreditation, used by districts when they have no other option | 0% | 0% | 0% |

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at Cabrillo hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Cabrillo holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About four percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Cabrillo hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

## Indicators of Teachers Who May Be Underprepared

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|---|
| **Core courses taught by a teacher not meeting NCLB standards** | Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB | 0% | N/A | 0% |
| **Teachers lacking a full credential** | Percentage of teachers without a full, clear credential | 4% | 3% | 3% |

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About four percent of our teachers were working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent 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 2008–2009 school year.

## Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

| DISTRICT FACTOR | DESCRIPTION | CORE COURSES NOT TAUGHT BY HQT IN DISTRICT | CORE COURSES NOT TAUGHT BY HQT IN STATE |
|---|---|---|---|
| **Districtwide** | Percentage of core courses not taught by "highly qualified" teachers (HQT) | 0% | 8% |
| **Schools with the most low-income students** | First quartile of schools whose core courses are not taught by "highly qualified" teachers | N/A | 5% |
| **Schools with the fewest low-income students** | Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers | N/A | 11% |

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

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

The average percentage of courses in our district not taught by a "highly qualified" teacher is zero percent, compared to eight percent statewide.

## Staff Development

In 2007–2008 our teachers attended three days of staff training during the school year. Two days were devoted to differentiation of instruction. The third was devoted to core curriculum. When planning staff training, teachers and administrators look at student test scores and review the most pressing issues of the previous year to choose specific topics. We also sent a survey to all teachers in June 2007 to help determine staff training needs.

| YEAR | PROFESSIONAL DEVELOPMENT DAYS |
|---|---|
| 2007–2008 | 3.0 |
| 2006–2007 | 3.0 |
| 2005–2006 | 3.0 |

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

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

## Evaluating and Improving Teachers

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

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

## Substitute Teachers

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

## Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

| STAFF POSITION | STAFF (FTE) |
|---|---|
| Counselors | 0.0 |
| Librarians | 0.0 |
| Psychologists | 0.0 |
| Social workers | 0.0 |
| Nurses | 0.0 |
| Speech/language/ hearing specialists | 0.0 |
| Resource specialists | 0.0 |

SOURCE: CBEDS census, October 2007.

## Specialized Programs and Staff

Cabrillo School offers a full range of special programs and services for students who need them. We provide high-quality services for students with special needs, including a learning center, an early intervention preschool, a Resource Specialist Program, and a Special Day Class. Students who are performing below grade level in language arts and/or math receive assistance through the Title I program. Title I funds specially trained aides to assist the teachers with a remediation plan in the core curriculum within the school day. We also have an afterschool reading program for students who need extra help in reading/language arts. A counselor comes to school twice a week to meet with students in a group or individually, depending on a student's needs. Several outside agencies offer afterschool enrichment programs; these include LA Tennis Academy and Performing Arts Workshop.

**SPECIAL EDUCATION PROGRAM:**  In 2007–2008 Cabrillo Elementary School served approximately 40 students, ages three through second grade, who have identified special education needs. Two full-time special education teachers were on site to support these learners. District and staff contracted through the Los Angeles County Office of Education provided services such as speech/language therapy and adaptive PE. District staff and nonpublic agencies also provided occupational therapy, physical therapy, and behavioral consultation.

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

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

**ENGLISH LEARNER PROGRAM:**  The primary goal of our program for English Learners is to develop their proficiency in English and in the district's core curriculum as rapidly and effectively as possible. In addition to the core curriculum, the program provides English Language Development instruction so that the students develop fluency in speaking, listening, reading, and writing in English. Teachers who work with English Learners hold CLAD (Cross-cultural Language and Academic Development) credentials or certificates issued by the state of California. After students have acquired a good working knowledge of English and meet our criteria, they are reclassified as fluent and are monitored for two years to ensure progress in the core curriculum.

Each school with at least 21 English Learners has an English Language Advisory Committee that comprises parents and school staff. Its purpose is to monitor the English Learner program and give input on the master plan for student services.

## RESOURCES

### Buildings

At the end of the 2006–2007 school year, the community passed Measure A, a $36-million bond measure, for the construction of the new school. Cabrillo has been relocated temporarily in the former Dana Middle School building for the 2007–2008 school year while the new school is being built at the original location. The new Cabrillo school is scheduled to be completed in late 2008.

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 **survey form** used for the assessment on the Web site of the OPSC.

### Library

The Cabrillo library is a very inviting place specially designed for the very young child. A trained library aide collaborates with the classroom teachers to bring a quality library program to our students. We have approximately 7,000 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 the original 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

We have 97 computers available for student use, which means that, on average, there is one computer for every four students. There are 23 classrooms connected to the Internet.

| RESOURCES | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Students per computer** | 4 | 4 | 4 |
| **Internet-connected classrooms** | 23 | 32 | 29 |

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Technology is an integral part of the school and curriculum. Every week each class goes to the computer lab, where we have 20 desktop computers connected to the Internet. A highly trained computer aide maintains the computers and helps the teachers provide lessons in computer skills with educational software. Each classroom has between one and four donated desktop computers for student use. We have three LCD projectors available for staff use for classroom instruction. Each teacher has a laptop computer and has access to email and the Internet. Teachers use computers to keep attendance, record grades, analyze test results, and correspond via email with parents and colleagues.

## Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

## SCHOOL EXPENDITURES

Juan Cabrillo Elementary School received funds for state and federally funded special projects including English Learners, Peer Assistance Review, the library, the School Improvement Program, special education, and Title I.

### Spending per Student (2006–2007)

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 369 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)** | $4,981 | $4,351 | 14% | $5,300 | -6% |
| **Restricted funds ($/student)** | $913 | $944 | -3% | $2,817 | -68% |
| **TOTAL ($/student)** | $5,894 | $5,295 | 11% | $8,117 | -27% |

SOURCE: Information provided by the school district.

### Total Expenditures, by Category (2006–2007)

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

| CATEGORY | UNRESTRICTED FUNDS | RESTRICTED FUNDS | TOTAL | PERCENTAGE OF TOTAL* |
|---|---|---|---|---|
| **Teacher salaries** | $1,218,512 | $121,629 | $1,340,141 | 62% |
| **Other staff salaries** | $226,948 | $137,911 | $364,859 | 17% |
| **Benefits** | $285,492 | $43,370 | $328,862 | 15% |
| **Books and supplies** | $33,775 | $33,129 | $66,904 | 3% |
| **Equipment replacement** | N/A | $0 | N/A | N/A |
| **Services and direct support** | $73,262 | $684 | $73,946 | 3% |
| **TOTAL** | $1,837,989 | $336,723 | $2,174,712 | |

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

## Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher 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) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 22 FTE teachers working in our school.

| CATEGORY | OUR SCHOOL | DISTRICT AVERAGE | SCHOOL VARIANCE | STATE AVERAGE | SCHOOL VARIANCE |
|---|---|---|---|---|---|
| **Salaries** | $58,062 | $64,515 | -10% | $62,157 | -7% |
| **Retirement benefits** | $5,065 | $5,405 | -6% | $6,557 | -23% |
| **Health and medical benefits** | $3,744 | $3,828 | -2% | $10,416 | -64% |
| **Other benefits** | $694 | $570 | 22% | $453 | 53% |
| **TOTAL** | $67,565 | $74,319 | -9% | $79,583 | -15% |

SOURCE: Information provided by the school district.

## Total Teacher Compensation (2006–2007)

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 teacher.

| CATEGORY | TOTAL | PERCENTAGE OF TOTAL* |
|---|---|---|
| **Salaries** | $1,277,366 | 86% |
| **Retirement benefits** | $111,440 | 7% |
| **Health and medical benefits** | $82,357 | 6% |
| **Other benefits** | $15,271 | 1% |
| **TOTAL** | $1,486,434 | |

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 November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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## » Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. 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 | 2006–2007 | 2007–2008 | 2008–2009 |
|---|---|---|---|
| **TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR** | | | |
| Total number of classes at the start of the year | 22 | 22 | 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 | 1 | 0 |
| Number of those classes where you replaced the absent teacher with a single new teacher | 0 | 1 | 0 |

**NOTES:**  This report was completed on Friday, October 31, 2008.

## 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 | 2006–2007 | 2007–2008 | 2008–2009 |
|---|---|---|---|---|
| **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, October 31, 2008.

## 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.

| | ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE? | | ARE THERE ENOUGH BOOKS FOR EACH STUDENT? | |
|---|---|---|---|---|
| **SUBJECT** | **STANDARDS ALIGNED?** | **OFFICIALLY ADOPTED?** | **FOR USE IN CLASS?** | **PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?** |
| **English** | Yes | Yes | Yes | 100% |
| **Math** | Yes | Yes | Yes | 100% |
| **Science** | Yes | Yes | Yes | 100% |
| **Social Studies** | Yes | Yes | Yes | 100% |
| **Foreign Languages** | Yes | Yes | Yes | 100% |
| **Health Sciences** | Yes | Yes | Yes | 100% |
| **Visual and Performing Arts** | Yes | Yes | Yes | 100% |

**NOTES:** This report was completed on Friday, October 31, 2008. This information was collected on Wednesday, October 01, 2008.

## 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** | **Fair** | Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 67 and 84 percent on the 15 categories of our evaluation. |
| **1. Gas Leaks** | **Good** | No apparent problems. |
| **2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)** | **Poor** | No apparent problems. |
| **3. Windows, Doors, Gates, Fences (Interior and Exterior)** | **Poor** | No apparent problems. |
| **4. Interior Surfaces (Walls, Floors, and Ceilings)** | **Fair** | No apparent problems. |
| **5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)** | **Fair** | No apparent problems. |
| **6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)** | **Good** | No apparent problems. |
| **7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)** | **Good** | No apparent problems. |
| **8. Electrical Systems and Lighting** | **Good** | No apparent problems. |
| **9. Pest or Vermin Infestation** | **Fair** | No apparent problems. |
| **10. Drinking Fountains (Inside and Out)** | **Poor** | No apparent problems. |
| **11. Bathrooms** | **Poor** | No apparent problems. |
| **12. Sewer System** | **Good** | No apparent problems. |
| **13. Roofs** | **Good** | No apparent problems. |
| **14. Playground/School Grounds** | **Good** | No apparent problems. |
| **15. Overall Cleanliness** | **Good** | No apparent problems. |
| **Other Deficiencies** | **N/A** | No apparent problems. |

**INSPECTORS AND ADVISORS:** This report was completed on Monday, October 27, 2008 by Bill Denney (M/O Manager).  The facilities inspection occurred on Wednesday, October 01, 2008.  There were no other inspectors used in the completion of this form.   The Facilities Inspection Tool was completed on Wednesday, October 01, 2008.

# » Data Almanac

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

## STUDENTS AND TEACHERS

### Student Enrollment by Ethnicity and Other Characteristics

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

| GROUP | ENROLLMENT |
|---|---|
| **Number of students** | 367 |
| **African American** | 14% |
| **American Indian or Alaska Native** | 0% |
| **Asian** | 2% |
| **Filipino** | 2% |
| **Hispanic or Latino** | 53% |
| **Pacific Islander** | 1% |
| **White (not Hispanic)** | 17% |
| **Multiple or no response** | 10% |
| **Socioeconomically disadvantaged** | 50% |
| **English Learners** | 31% |
| **Students with disabilities** | 7% |

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. 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** | 134 |
| **Grade 1** | 114 |
| **Grade 2** | 119 |
| **Grade 3** | 0 |
| **Grade 4** | 0 |
| **Grade 5** | 0 |
| **Grade 6** | 0 |
| **Grade 7** | 0 |
| **Grade 8** | 0 |
| **Grade 9** | 0 |
| **Grade 10** | 0 |
| **Grade 11** | 0 |
| **Grade 12** | 0 |

SOURCE: CBEDS, October 2007.

## Average Class Size by Grade Level

| GRADE LEVEL | 2005–2006 | 2006–2007 | 2007–2008 |
|---|---|---|---|
| Kindergarten | 20 | 18 | 19 |
| Grade 1 | 19 | 18 | 19 |
| Grade 2 | 19 | 20 | 20 |
| Grade 3 | N/A | N/A | N/A |
| Grade 4 | N/A | N/A | N/A |
| Grade 5 | N/A | N/A | N/A |
| Grade 6 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 8 | N/A | N/A | N/A |
| Combined K–3 | N/A | N/A | N/A |
| Combined 3–4 | N/A | N/A | N/A |
| Combined 4–8 | N/A | N/A | N/A |
| Other | N/A | N/A | N/A |

SOURCE: CBEDS, October 2007.

## Average Class Size by Grade Level, Detail

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

| GRADE LEVEL | 2005–2006 | | | 2006–2007 | | | 2007–2008 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1–20 | 21–32 | 33+ | 1–20 | 21–32 | 33+ | 1–20 | 21–32 | 33+ |
| Kindergarten | 7 | 0 | 0 | 7 | 0 | 0 | 7 | 0 | 0 |
| Grade 1 | 8 | 0 | 0 | 7 | 0 | 0 | 7 | 0 | 0 |
| Grade 2 | 9 | 0 | 0 | 9 | 0 | 0 | 8 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combined K–3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combined 3–4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combined 4–8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

SOURCE: CBEDS, October 2007.

## 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.

| | SCHOOL | | | DISTRICT |
| --- | --- | --- | --- | --- |
| **TEACHERS** | **2005–2006** | **2006–2007** | **2007–2008** | **2007–2008** |
| **With Full Credential** | 26 | 25 | 24 | 113 |
| **Without Full Credential** | 0 | 0 | 1 | 1 |

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

## Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our 2007–2008 results are compared to other students' results in the county and state. More information about **physical fitness testing and standards** is available on the CDE Web site.

| CATEGORY | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
| --- | --- | --- | --- |
| **Boys in Fitness Zone** | N/A | 23% | 26% |
| **Girls in Fitness Zone** | N/A | 30% | 32% |
| **Fifth graders in Fitness Zone** | N/A | 26% | 29% |
| **Seventh graders in Fitness Zone** | N/A | 28% | 30% |
| **Ninth graders in Fitness Zone** | N/A | 36% | 27% |
| **All students in Fitness Zone** | N/A | 27% | 29% |

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

## STUDENT PERFORMANCE

## California Standards Tests (CST)

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.

### CST 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** | **2006** | **2007** | **2008** | **2006** | **2007** | **2008** | **2006** | **2007** | **2008** |
| **English/ language arts** | 59% | 61% | 53% | 56% | 56% | 60% | 42% | 43% | 46% |
| **Mathematics** | 54% | 58% | 60% | 53% | 51% | 50% | 40% | 40% | 43% |
| **Science** | N/A | N/A | N/A | 43% | 44% | 60% | 35% | 38% | 46% |

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### CST Results by Student Group: Most Recent Year

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

| | PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED | | |
|---|---|---|---|
| **STUDENT GROUP** | **ENGLISH/ LANGUAGE ARTS 2007–2008** | **MATHEMATICS 2007–2008** | **SCIENCE 2007–2008** |
| **African American** | 46% | 50% | 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** | 53% | 59% | N/A |
| **Pacific Islander** | N/A | N/A | N/A |
| **White (not Hispanic)** | 67% | 80% | N/A |
| **Boys** | 58% | 67% | N/A |
| **Girls** | 50% | 55% | N/A |
| **Economically disadvantaged** | 48% | 49% | N/A |
| **English Learners** | 44% | 50% | N/A |
| **Students with disabilities** | N/A | N/A | N/A |
| **Students receiving migrant education services** | N/A | N/A | N/A |

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

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

# California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores 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 to 100 statistically matched schools with similar teachers and students.

| API RANK | 2005–2006 | 2006–2007 | 2007–2008 |
|---|---|---|---|
| **Statewide rank** | 8 | 8 | 8 |
| **Similar-schools rank** | 10 | 9 | 10 |

SOURCE: The API Base Report from August 2008.

## API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: 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 SCORE |
|---|---|---|---|---|
| **STUDENT GROUP** | 2005–2006 | 2006–2007 | 2007–2008 | 2007–2008 |
| **All students at the school** | +0 | +8 | +6 | 833 |
| **African American** | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | -29 | +5 | +28 | 828 |
| **Pacific Islander** | N/A | N/A | N/A | N/A |
| **White (non Hispanic)** | N/A | N/A | N/A | N/A |
| **Economically disadvantaged** | +5 | -3 | -5 | 797 |
| **English Learners** | N/A | N/A | N/A | N/A |
| **Students with disabilities** | N/A | N/A | N/A | N/A |

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

## 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; and
(c) an API of at least 590 or growth of at least one point.

## AYP for the District

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

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

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

## Intervention Program: District Program Improvement (PI)

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

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

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in
October 2008.

## 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 2006–2007** | | | |
| **Total expenses** | $15,413,105 | N/A | N/A |
| **Expenses per student** | $7,301 | $7,789 | $8,117 |
| **FISCAL YEAR 2005–2006** | | | |
| **Total expenses** | $14,234,240 | N/A | N/A |
| **Expenses per student** | $6,791 | $7,229 | $7,521 |

SOURCE: Fiscal Services Division, California Department of Education.

## District Salaries, 2006–2007

This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09." This table compares our average salaries to 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** | $42,448 | $39,773 |
| **Midrange teacher's salary** | $69,924 | $61,167 |
| **Highest-paid teacher's salary** | $84,200 | $78,093 |
| **Average principal's salary (elementary school)** | $108,636 | $97,851 |
| **Superintendent's salary** | $204,996 | $140,582 |
| **Percentage of budget for teachers' salaries** | 45% | 41% |
| **Percentage of budget for administrators' salaries** | 7% | 6% |

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

## TEXTBOOKS

# Textbook Adoption List

| TITLE | SUBJECT | DATE OF PUBLICATION | ADOPTION DATE |
|-------|---------|---------------------|---------------|
| **HM Reading: A Legacy of Literature** | Language Arts | 2003 | 2003 |
| **Houghton Mifflin Lectura: Herencia y futuro** | Language Arts | 2003 | 2003 |
| **Harcourt Math** | Math | 2002 | 2002 |
| **Pearson California Science** | Science | 2007 | 2008 |
| **Pearson California Science - Spanish** | Science | 2007 | 2008 |
| **Houghton Mifflin** | Social Studies | 2006 | 2006 |