School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

Margaret Landell Elementary

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M.J. Beatty, Principal

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement (School Year 2010–11)

The mission of Margaret Landell School is to ensure **L**eadership, **A**chievement, **N**urturing, **D**evelopment of **E**xcellence, and **L**ove of **L**earning for all students. At Landell School, we recognize that America's future hinges on the education we give our children. The youth of our school community have a right to knowledge, skills, discipline, values and virtues that will assist them to achieve a productive, fulfilled life.

Opportunities for Parental Involvement (School Year 2010–11)

The School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs, and provide input toward school-based decision-making. The SSC is composed of the principal, three classroom teachers, one other school staff member, and five parents of students. A subcommittee of the SSC is the English Language Advisory Committee (ELAC). All meetings are open to the public.

The school actively seeks parent involvement for school programs in a variety of ways:

- Parent representation is needed for the District Budget and Finance Committee, and District ELAC.
- The PTA supports the school program by encouraging and organizing parent involvement, promoting the self-esteem of students, and enriching the school program by providing special programs, services, and activities.
- A number of parents and community volunteers work in the classrooms assisting teachers and school staff in a variety of ways to effectively lower adult to student ratio.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	89	Grade 4	110
Grade 1	102	Grade 5	118
Grade 2	94	Grade 6	88
Grade 3	101	Total Enrollment	702

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.4%
American Indian or Alaska Native	0.0%
Asian	49.4%
Filipino	4.4%
Hispanic or Latino	12.5%
Native Hawaiian or Pacific Islander	0.0%
White	25.8%
Two or More Races	6.5%
Socioeconomically Disadvantaged	11.4%
English Learners	30.9%
Students with Disabilities	7.8%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	20.0	3	0	15.5	4	0	0	26.4	6	0	0
1	20.0	20.0	4	0	20.3	2	1	0	28.5	0	4	0
2	19.0	19.6	5	0	23.3	0	3	0	27.3	0	4	0
3	20.0	20.0	4	0	20.3	3	1	0	25.3	1	3	0
4	31.0	29.0	0	2	30.0	0	3	0	27.5	0	4	0
5	32.0	32.0	0	2	31.0	0	2	0	29.5	0	4	0
6	31.0	31.0	0	3	30.5	0	2	0	29.3	0	3	0
Other					25.0	1	1					

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

The school has developed a disaster plan for use in an emergency situation. Staff members are inserviced and assigned responsibilities for plan implementation. There are monthly disaster drills for school-wide safety. The school and District also work in conjunction with the community-based School Community Alert Team (SCAT). School inspection reports rated the cleanliness, orderliness and care of the school as satisfactory.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.57%	0.93%	0.00%	0.96%	1.30%	1.04%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The information is about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			

Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells with in lines do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	26	23	30	166
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0
Low-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Library Media Services Staff (paraprofessional)	0.49	
Psychologist	1.0	
Social Worker	-	
Nurse	-	
Speech/Language/Hearing Specialist	1.9	
Resource Specialist (non-teaching)	-	
Learning Specialist	0.8	

Note: Cells with in lines do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Open Court and Houghton Mifflin /2003	No	0
Mathematics	Houghton Mifflin /2002	No	0
Science	Macmillan/McGraw Hill and Holt /2008	No	0
History-Social Science	Harcourt /2006	No	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
District			$4,869	$74,128
State			$5,455	$65,524
Percent Difference – School Site and State				10.6%

Note: Cells with in lines do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010–11)

Each school receives State and Federal funding to support supplementary programs, including Gifted And Talented Education, Title III – Limited English Proficiency and Immigrant Education, School & Library Improvement Block Grant, Economic Impact Aid, After School Education & Safety Program, and School Readiness.

In addition to general fund State funding, Cypress School District receives State and Federal categorical funding for special programs. The purpose of this funding is to provide supplemental services to assist students: 1) in reaching academic proficiency; and 2) in mastering grade level content standards.

For the 2010-11 school year, the District received Federal and State aid for the following categorical, special education, and support programs.

- Class Size Reduction (CSR)
- Special Education
- Economic Impact Aid
- School Readiness
- Lottery
- Gifted and Talented Education (GATE)
- School & Library Improvement
- School Improvement

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,951	$41,183
Mid-Range Teacher Salary	$75,413	$63,647
Highest Teacher Salary	$93,093	$80,955
Average Principal Salary (Elementary)	$113,951	$102,400
Superintendent Salary	$187,244	$151,742
Percent of Budget for Teacher Salaries	47.00%	41.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	84%	89%	85%	73%	73%	72%	50%	52%	54%
Mathematics	84%	87%	86%	75%	73%	74%	46%	48%	50%
Science	88%	90%	90%	73%	75%	77%	50%	53%	56%
History-Social Science	0%	0%	0%	0%	0%	0%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	72%	74%	77%	0%
All Students at the School	85%	86%	90%	0%
Male	85%	90%	88%	0%
Female	85%	82%	92%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	-	-	-	-
Asian	94%	94%	97%	0%
Filipino	78%	83%	64%	0%
Hispanic or Latino	63%	67%	83%	0%
Native Hawaiian or Pacific Islander	-	-	-	-
White	81%	81%	91%	0%
Two or More Races	86%	75%	0%	0%
Socioeconomically Disadvantaged	70%	70%	83%	0%
English Learners	85%	92%	79%	0%
Students with Disabilities	49%	62%	0%	0%
Students Receiving Migrant Education Services	-	-	-	-

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.90%	32.80%	21.10%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	5	3	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-1	21	-7
Black or African American	-	-	-
American Indian or Alaska Native	-	-	-
Asian	6	11	-3
Filipino	-	-	-
Hispanic or Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-
White	-7	8	7
Two or More Races	N/D	-	-
Socioeconomically Disadvantaged	-	-	-
English Learners	-	31	-5
Students with Disabilities	-	-	-

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Landell School		Cypress School District		State	
	Number of Students	API	Number of Students	API	Number of Students	API
All Students at the School	496	933	2,810	878	4,683,676	778
Black or African American	4	-	91	790	317,856	696
American Indian or Alaska Native	0	-	6		33,774	733
Asian	253	976	910	955	398,869	898
Filipino	23	906	158	897	123,245	859
Hispanic or Latino	63	834	727	799	2,406,749	729
Native Hawaiian or Pacific Islander	0	-	10		26,953	764
White	117	898	777	867	1,258,831	845
Two or More Races	35	936	130	893	76,766	836
Socioeconomically Disadvantaged	61	866	852	806	2,731,843	726
English Learners	151	960	822	892	1,521,844	707
Students with Disabilities	64	811	401	724	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and 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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		16.7%

Note: Cells with in lines do not require data.

XII. Instructional Planning and Scheduling

Professional Development

Staff development priority areas are based upon curriculum focuses and District needs. Areas of emphasis are identified each year to align with newly adopted State Standards and State Frameworks. Curriculum revisions are an ongoing process with the major revision of every curriculum area corresponding to the year of the textbook adoption. The annual number of school days dedicated to staff development for the most recent three-years period is 2 days.

Classified employees are encouraged to attend inservices relevant to their specific assignment.

CYPRESS SCHOOL DISTRICT MISSION

The mission of the Cypress School District is to provide a school-community environment which promotes the development of each child's maximum potential by providing a quality staff, low class sizes based on financial conditions, well maintained and safe campuses, opportunities for parent involvement, and a focus on high scholastic standards and positive self-esteem.

CYPRESS SCHOOL DISTRICT VISION

The Cypress School District is focused on universal high achievement that is standards based, with enhanced arts and P.E. programs, using best practices and accessible updated technology, with a long term enrollment plan and valued, involved stakeholders.

CYPRESS SCHOOL DISTRICT

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