

# Cleveland Elementary School School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

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## Cleveland Elementary School

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## Santa Barbara Unified School District

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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.

### 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

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## About This School

### School Description and Mission Statement (School Year 2010-11)

Situated on a hillside overlooking the beautiful Santa Barbara Channel, Cleveland Elementary School has provided quality educational services to its diverse student population since 1959. The Cleveland teaching and support staff offer year round educational programs geared to meet the continuous learning needs of each of the school's students. Teachers and parents engage in a continuous process of evaluation, planning and implementation to ensure that our students are helped to realize their full potential as thoughtful, informed and creative members of society.

We believe children learn best when they engage in a variety of meaningful activities in a challenging, structured and positive environment. All members of the Cleveland School community collaborate to offer

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continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, productive and responsible citizens.

### Opportunities for Parental Involvement (School Year 2010-11)

Cleveland parents have a wide range of opportunities for involvement in the education of their children and the other students of our school. These include:

- classroom volunteers;
- reading lab volunteer readers;
- Parent Teachers Association;
- School Site Council;
- English Learners Advisory Committee.

Please contact Principal Michael Vail at (805) 963-8873 for more information on these involvement opportunities.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	64
Grade 1	66
Grade 2	59
Grade 3	56
Grade 4	39
Grade 5	67
Grade 6	57
<b>Total Enrollment</b>	<b>408</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.7%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	96.6%
Native Hawaiian/Pacific Islander	0.0%
White	1.7%
Two or More Races	0.2%
Socioeconomically Disadvantaged	92.4%
English Learners	81.6%
Students with Disabilities	14.5%

### Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3	0	0	18.3	1	2	0
1	19.7	3	0	0	24.7	0	3	0

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2	19.5	2	0	0	28.0	0	2	0
3	19.0	3	0	0	22.5	1	1	0
4	27.0	0	2	0	28.5	0	2	0
5	24.0	0	1	0	22.7	1	2	0
6	26.0	0	2	0	26.5	1	1	0

## School Climate

### School Safety Plan (School Year 2010-11)

**Date of Last Review/Update:** March 2010

**Date Last Discussed with Staff:** March 2010

The Safe School Plan is intended to provide both our school personnel and the families of our school community with a clear idea of the systems and procedures established to maintain the safety of students under different emergency conditions. The plan is based on current board policies, a list of which is attached to the plan. The Safe School Plan is annually reviewed and updated by our school's teachers, support staff and School Site Council. The plan is implemented through monthly schoolwide drills that involve different emergency scenarios. The Safe School Plan is available to community members in the Cleveland School office.

#### Safe School Plan Elements:

- student emergencies
- fire drills
- safe routes to school
- school crossing guards
- hazardous materials
- infectious diseases
- health and safety
- drugs and alcohol
- harassment
- sexual harassment
- hate crime
- visitors
- playground uses
- student field trips
- tobacco-free schools
- conduct code

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	1.9	1.3	1.2	4.1	4.0	1.9
<b>Expulsions</b>	0	0	0	0	0	0

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

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### School Facilities

#### School Facility Conditions and Planned Improvement (School Year 2011-12)

The Cleveland School staff is dedicated to providing its students with a safe school environment before, during and after school. Student supervision by teachers and support personnel is organized around posted schedules. Both certificated and classified supervisors meet monthly with the site principal to review supervision issues/concerns.

Visitor check-in signs are posted at all entrances to the school grounds. Visitors are required to immediately register in the school office, where they receive a "Visitor" pass.

Cleveland School provides and maintains adequate classroom, playground and planning space for its students and teachers. While the majority of campus buildings are 40 years or more in age, both their interiors and exteriors are regularly maintained by two site custodians (1.75 full-time equivalent). Teams of district facilities workers offer additional maintenance support for three days every two months. All toilets are in working order. The entire Cleveland School community, including the site administrator, teachers, support staff, students and parents regard school safety and cleanliness as a shared responsibility. These topics are regularly discussed at assemblies, staff meetings and parent gatherings and are acted upon by the entire school community.

#### School Facility Good Repair Status (2011-12)

Repairs will be done with the existing Routine Restricted Maintenance funds currently budgeted for this fiscal year.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	√			
<b>Interior:</b> Interior Surfaces		√		Missing and loose ceiling tiles in room 10 staff lounge, and workroom. Frayed carpet in room 14. Stained ceiling tile in kitchen.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		√		Stained toilet seat in boys' restroom 1-1. Urine stains/smell in kindergarten rooms 14-1 and 14-2.
<b>Electrical:</b> Electrical		√		Light diffuser missing in room 3. Ceiling lights out in Rooms 10 and 13, boys' restroom 9-1, media lab, library, cafeteria, workroom, staff lounge, and principals' office.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		√		Stained toilet seat in boys' restroom 1-1. Broke water fountain outside of cafeteria. Rusted partition in boys' restroom 20-1.
<b>Safety:</b> Fire Safety, Hazardous Materials	√			
<b>Structural:</b> Structural Damage, Roofs	√			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	√	√		Damaged asphalt in grades 4-6 play area. Chipped paint in walkways. Outside vents have birds nests. Gopher holes and uneven grass surface on fields.
Date of inspection: August 2011				

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### Teachers

#### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	21	18	18	281
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>	100%	0%
<b>Low-Poverty Schools in District</b>	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.

### Support Staff

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

Title	Number of FTE Assigned to School
<b>Counselor</b>	0.75
<b>Library Media Technician</b>	0.5
<b>Psychologist</b>	0.4
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	0.4

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<b>Reading Support Classified Staff</b>	2.0
<b>At-Risk Instructional Support</b>	2.0

One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Curriculum and Instructional Materials

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

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in August 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
	All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.
<b>Reading/Language Arts</b>	SRA/McGraw-Hill, <i>SRA Open Court 2002</i> <b>Intervention:</b> Scholastic <i>READ 180 California Enterprise Edition, 2009</i>
<b>Mathematics</b>	Pearson Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>
<b>Science</b>	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
<b>History-Social Science</b>	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

## 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
<b>School Site</b>	\$9,710	\$3,799	\$5,912	\$70,909
<b>District</b>			\$5,611	\$67,787
<b>Percent Difference Between School Site and District</b>			+5%	+5%
<b>State</b>			\$5,455	\$69,419
<b>Percent Difference Between School Site and State</b>			+8%	+2%

**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>.

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### Types of Services Funded (Fiscal Year 2010-11)

Cleveland School receives substantial federal and state supplemental funding. These categorical monies allow the school to provide a broad range of supplementary support services to its students. Title I, Economic Impact Aid/ Limited English Proficient and School Improvement Program monies are the principle funding sources for the following support programs:

- Newcomers/Recent Arrivals Program
- Waterford Early Intervention Reading Program
- Accelerated Learning Center
- After-school skill-focused tutorials
- Putting It Back Program
- Intersession Support Program
- Community Based English Training Program

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

## 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.

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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

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	33%	39%	30%	51%	52%	54%	49%	52%	54%
Mathematics	49%	51%	50%	56%	58%	61%	46%	48%	50%
Science	43%	43%	34%	49%	58%	59%	50%	54%	57%

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

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

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	30%	50%	34%
Male	28%	47%	52%
Female	32%	54%	22%
Hispanic or Latino	29%	51%	33%
Socioeconomically Disadvantaged	29%	49%	34%
English Learners	26%	48%	22%
Students with Disabilities	28%	56%	

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 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 levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.80%	16.70%	13.60%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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### Accountability

#### Academic Performance Index

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 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 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
<b>Statewide</b>	5	3	2
<b>Similar Schools</b>	10	8	7

#### 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
<b>All Students at the School</b>	-27	6	-22
<b>Hispanic or Latino</b>	-25	3	-23
<b>Socioeconomically Disadvantaged</b>	-32	9	-26
<b>English Learners</b>	-22	5	-18

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					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
<b>All Students at the School</b>	266	719	3,104	793	4,683,676	778
<b>Black or African American</b>	2		32	815	317,856	696
<b>American Indian or Alaska Native</b>	3		24	797	33,774	733
<b>Asian</b>	0		39	924	398,869	898
<b>Filipino</b>	0		9		123,245	859
<b>Hispanic or Latino</b>	255	717	2,202	749	2,406,749	729

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<b>Native Hawaiian or Pacific Islander</b>	0		3		26,953	764
<b>White</b>	6		730	909	1,258,831	845
<b>Two or More Races</b>	0		54	872	76,766	836
<b>Socioeconomically Disadvantaged</b>	244	712	1,938	743	2,731,843	726
<b>English Learners</b>	215	703	1,715	734	1,521,844	707
<b>Students with Disabilities</b>	44	673	485	676	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 English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient - Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes

### 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 (English-language arts 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 at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement Implementation</b>	2009-2010	2004-2005
<b>Year in Program Improvement</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>		8
<b>Percent of Schools Currently in Program Improvement</b>		61.5%

## Instructional Planning and Scheduling

### Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support

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implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.