

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Eastshore Elementary	District Name	Irvine Unified
Street	155 Eastshore	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92604-4625	Web Site	www.iusd.org
Phone Number	949-936-5700	Superintendent	Gwen Gross
Principal	Lisa Kadam	E-mail Address	ggross@iusd.org
E-mail Address	lkadam@iusd.org	CDS Code	30-73650-6100317

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The mission of Eastshore Elementary School is to enable all students to become contributing members of a society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world by providing the highest quality educational experience we can envision. We give highest priority to the academic, technological, and social development of every student, delivered in a learning environment that emphasizes individual initiative and creativity as well as group cooperation and communication skills.

Upon review of Eastshore School's Accountability Report Card evidence of a school that is built upon the premise that every student is a learner is presented. This commitment to each student is apparent in the dedication of our teaching staff to ongoing professional growth opportunities. Each teacher participates in staff development opportunities designed to enhance their instructional skills and assessment techniques to assure that students are provided an exemplary educational program. In particular, the staff at Eastshore has unanimously agreed to work toward becoming a professional learning community. The Leadership Team attended training and in turn, trained their colleagues to begin this journey. In addition, access to ongoing research generates dialogue and modifications to the quality of instruction and curriculum planning. Our support staff provides enrichment in music, art, and science with additional staff providing reinforcement of essential skills. Assessment is ongoing in all grades with published results of STAR testing, CELDT testing, and Physical Fitness testing as other indicators of the quality instructional program provided every student at Eastshore Elementary School.

We are committed to the ongoing academic, social, and emotional well-being of every student. Our programs include the Alternative Program for Academically Accelerated Students (APAAS) classes, GATE clusters in classrooms, Resource Specialist support, Speech and Language support, SDAIE instructional support for our English Language Learners, Early Intervention Reading Model for emerging readers, Special Day Classes in Kindergarten and First grade and general education classes. In every academic setting we provide a learning environment emphasizing individual initiative and creativity as well as group cooperation and communication skills. We have a school wide focus and motto of RIR; focusing on the values of respect, integrity and responsibility to instill good citizenship and pride in all students and staff. Our staff carefully monitors each student and celebrates his/her successes and uniqueness at our regularly scheduled RIR assemblies.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Eastshore School thrives in a community that believes education is a partnership between the home and the school. The PTA, the School Site Council, parent volunteers, and support from the business community are integral to the ongoing success of our students. PTA provides enrichment opportunities through assemblies and after school classes, financial support for programs and teachers and community events which foster connectedness. The School Site Council participates in the monitoring of our educational plan and the expenditure of funds to enrich our curricular focuses. Parent volunteers contribute hours to the classroom through tutorial and clerical support. The business community is also involved by supplying our school with resources to purchase equipment and other supplies as well as assemblies which benefit the entire school community.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	70
Grade 1	78
Grade 2	60
Grade 3	60
Grade 4	93
Grade 5	85
Grade 6	100
Total Enrollment	546

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.01 %
American Indian or Alaska Native	0.73 %
Asian	35.16 %
Filipino	2.93 %
Hispanic or Latino	7.88 %
Pacific Islander	0.55 %
White (not Hispanic)	42.86 %
Multiple or No Response	7.88 %
Socioeconomically Disadvantaged	5 %
English Learners	11 %
Students with Disabilities	7 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	1	2		32.8	1	2	1	25.0	1.0	3.0	
1	19.3	4			19.3	3			15.6	5.0		
2	20.0	4			20.0	3			19.7	3.0		
3	20.0	3			18.3	4			20.0	3.0		
4	31.0		2	1	27.3		2	1	30.8		3.0	1.0
5	34.5			2	31.3		2	1	28.3		2.0	1.0
6	33.0		1	2	32.7		2	1	33.3			3.0
K-3												
3-4												
4-8	35.0			1								
Other									30.8		20.0	20.0

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.8		6	12						0		
Mathematics	32.8		3	6				30.8		5	5	
Science								30.8		5	5	

Social Science														
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III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Eastshore School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and by the key leaders of the Safe School Plan committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

In addition, monthly fire drills, a full simulation earthquake drill, and a full intruder drill are scheduled and implemented throughout the school year to assess our level of preparedness. We purchase and replenish our emergency supplies annually with the help of the PTA to ensure that all students and adults on campus will be cared for in case of any disaster. These emergency supplies (food, water, blankets, first aide, and all other emergency equipment) are kept in our emergency storage shed for immediate access if needed.

Staff has also participated in Search and Rescue and First Aid Training provided through the district. We have updated our plan accordingly and continue to do so after each drill to ensure a fine tuned response system.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.1	0.0	0.0	4.0	3.1	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Eastshore School was built in 1980. Since that time, six portable classrooms have been added to accommodate California's Class Size Reduction Incentive Program. The facilities reflect the pride that this community has in this school. All classrooms are connected to the District Wide Area Network through T-1 lines. There are 125 networked computers in the school. The media center has a comprehensive library along with two computer labs. An entire classroom can visit the computer lab together for instruction,

research, and work on class assignments and projects. Our custodial staff is committed to the clean appearance of the school and is supported by the district's Maintenance and Operations Department. Classroom furniture is replaced as needed. Classroom audio visual equipment was upgraded to reflect changing technology which includes LCD projectors and screens in every classroom, document cameras at each grade level and access to sites such as United Streaming for support in classroom instruction.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	24	23	25	1222
Without Full Credential	0	1	0	3

Teaching Outside Subject Area of Competence	0	0	0	0
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Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	N/A	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	N/A	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
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School Site	\$5,201	\$570	\$4,631	\$62,785
District	N/A	N/A	\$4,747	\$70,116
Percent Difference – School Site and District	N/A	N/A	-2.51	-11.68
State	N/A	N/A	\$5,300	\$65,008
Percent Difference – School Site and State	N/A	N/A	-14.45	-3.54

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2007-2008, Eastshore Elementary School received special funds in the amount of \$70,710.60. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

Special Programs	Amount
English Language Acquisition Program	\$ 2,200.00
Economic Impact Aid	\$ 23,998.60
Gifted and Talented	\$ 1,080.00
School Improvement Plan	\$ 43,412.00

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	76	79	79	75	76	78	42	43	46
Mathematics	78	79	81	74	74	76	40	40	43
Science	68	71	83	72	75	80	35	38	46
History-Social Science				66	60	67	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST 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	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	92	97	94	
Filipino	82	73	*	
Hispanic or Latino	55	58	*	
Pacific Islander	*	*		
White (not Hispanic)	79	76	78	
Male	78	83	86	
Female	81	79	80	
Economically Disadvantaged	52	71	*	
English Learners	63	79	*	
Students with Disabilities	48	48	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	31.7

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. 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. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	5	1	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-10	21	12	923
African American				
American Indian or Alaska Native				
Asian	1	12	19	985
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-8	17	7	906
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Eastshore staff participated in two full six hour days of staff development. One day was a district staff development day and the other was a site based staff development day. Additionally, staff is required to attend 6 hours of professional development during afternoon sessions which are two hours in length and distributed throughout the school year. During the 2007-2008 school year the staff was trained in using the PLATO system for data review and were able to work collaboratively to determine curricular goals for their grade levels and individual classrooms (three hours). All teachers participated in staff development in the area of English Language Development which consisted of one full day (six hours) and one follow up day (one

additional hour per grade level). This training provided updated information to teachers regarding effective strategies for EL students. Teachers in grades K-1 continued to participate in the Early Intervention Reading Model (EIRM). This professional development allows our K-1 teachers to develop plans to strategically work with their most at-risk readers. Other professional development sessions focused on Emergency Preparedness, fine arts inservicing provided by the Pacific Symphony related to the Class Act program, use of standards based physical education lessons created by IUSD staff and located on a district web link and introductory training in becoming a Professional Learning Community.

Number of school days dedicated to staff development

	2005-06	2006-07	2007-08
Full Days	2	2	2
2 hour after-school sessions	3	3	3