

# 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	Turtle Rock Elementary	District Name	Irvine Unified
Street	5151 Amalfi Dr.	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92603-3443	Web Site	<a href="http://www.iusd.org">www.iusd.org</a>
Phone Number	949-936-6250	Superintendent	Gwen Gross
Principal	Karen Catabijan	E-mail Address	<a href="mailto:ggross@iusd.org">ggross@iusd.org</a>
E-mail Address	<a href="mailto:kcatabij@iusd.org">kcatabij@iusd.org</a>	CDS Code	30-73650-6068647

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

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

Turtle Rock School prepares students to meet high expectations of academic and social requirements that lead to a bright productive future. Turtle Rock School is awarded the honored title of California Distinguished School due to the high academic standing, excellent programs, dedicated staff and strong sense of community support. The school supports the on-going belief that "each student is a learner." This core belief is embedded in our continually evolving vision statement:

"We will enable each student to become contributing members of 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."

The 2007-2008 school year was rigorous and exciting as we prepared our younger generation to savor the challenges of the future. The Turtle Rock staff pulled together to move forward in all areas of the curriculum, teaching practices and technology. Language Arts, Social Science, and Physical Education were focal areas in the curriculum. Professional Learning Community strategies directed our focus on each child mastering Standards.

Our School Site Council supported and approved school plans that reflect our community goals and student outcomes. The outstanding California Standards Test scores validated our successful programs. Turtle Rock's Academic Performance Index (API) was 968. We also ranked 9 on a scale of 1-10 as compared to other schools in the state and to other socio-economically similar schools.

Turtle Rock Elementary School had an enrollment of approximately 785 students during the 2007-2008 school year. Our school serves a diversified population, and is proud to serve both heterogeneous and academically accelerated classrooms.

Turtle Rock staff, students, parents, and community are to be commended for their cooperative spirit. It is with the parents' unending support that we are able to accomplish our goals and help the students fulfill their potential.

## **Opportunities for Parental Involvement (School Year 2007-08)**

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

Parental support at Turtle Rock School is welcomed and encouraged both in and out of the classroom. There are plenty of wonderful opportunities for involvement. Our PTA president can be reached to answer specific questions and the PTA web page is a source of detailed information: [turtlerockpta.org/](http://turtlerockpta.org/). You can also find valuable information about the school by visiting our web site located at [www.iusd.org/tr](http://www.iusd.org/tr)

Valuable parental involvement is seen through membership and participation in School Site Council, English Language Learner Advisory Committee, and PTA. The School Site Council is involved in setting academic and policy priorities. The ELAC Committee members advise the school regarding English Learner issues and services/programs available for English language learners. CBET classes are offered to parents of English learners. Over 8,000 hours of volunteer time per year is not unusual. Art Masters involves parents who are trained in presenting well designed art lessons to classrooms. After school, enrichment classes are available through a program called After-Class Enrichment (ACE) organized by the parents with the assistance of the Irvine Public School Foundation. Specific educational programs also bring families on campus and involve them in the school. For example, the Partners in Print program is offered three evenings per year in the first grade. Science Fair Family Night is offered annually. The school holds daytime and evening exhibitions of annual science fair projects, Reflections projects, and the Astounding Inventions creations. Participation in field trips, class parties, and classroom assistance are also ways in which parents provide valuable support to the school.



### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

Turtle Rock has a Safe Schools Plan that is reviewed by the school district team and the School Site Council and updated each year. Fire drills are held monthly and earthquake drills twice per year. Most teachers are certified in First Aid and CPR. For emergency purposes there is a school site communication system, stored water, emergency equipment, and medical supplies. In addition, the PTA has supported the site disaster team by providing funds to update our disaster preparedness supplies.

To encourage appropriate behaviors, each school year begins with a school-wide behavior management system kick-off event. Students are taught Respect, Organization, Character, Kindness and Service (ROCKS). In addition, a statement of the district policy of "zero tolerance" for drugs, alcohol and violence must be signed by parents and returned to the classroom teacher.

Student access to support services in physical, mental, and social/emotional health is organized through a collaborative effort between the teachers, administrator, school psychologist, counseling assistants, and resource team, English Language aide and speech therapist. The school screens specific grade levels and all new students for impaired vision or hearing. A confidential list of student health problems is maintained in the health office and is provided to the classroom teacher and administrative staff. The Student Success Team provides a forum for support of family issues and referral to outside programs. In appropriate cases, a family may be referred to the Families Forward program operated by the City of Irvine, which sponsors counseling and parenting classes on campus, or to Operation School Bell, which provides clothes twice a year to needy families. Mental health resources available to support at-risk students include Time Together for qualified K-3 students and Stages and Second Step for qualified 4-6 grade students. The STAGES program deals with students who have difficulty with change. Teachers and counseling assistants implement the Second Step bully prevention curriculum and Don't Laugh at Me curriculum in the classroom. We have a school nurse assigned to Turtle Rock one day per week and a daily health aide is funded by the joint partnership of district and PTA. The district provides an attendance clerk. The average attendance is very high, averaging 97%. The health staff maintains ongoing records of screenings, care obtained, appropriate health history and immunization status.

Health education is incorporated into the curriculum at all grade levels through the Great Body Shop curriculum. In-service instruction is provided to the teachers addressing special needs. The library contains an educational series on values and health that is incorporated by teachers into their health curriculum. Drug and alcohol abuse education is provided in collaboration with the Irvine Police Department through the DARE program and Red Ribbon Week.

In compliance with Education Code, physical education is offered to all students every week for a minimum of 100 minutes. Together the physical education specialist and the classroom teacher present a program that is fun, effective and meets state standards. A Jog-a-thon is incorporated into the schools week long fundraising efforts which emphasizes during the week of the event that physical health is part of life and school. Fitness testing occurs in the fifth grade and testing for the Presidential Fitness Award is done every spring. After school "Fun & Games", "Soccer Mania", and ACE after school programs like Soccer, Flag Football or Dance are available to students.

Efforts to assure safety on-site have included placing phones into each classroom, enclosing the rear part of the school during the instructional day, re-organizing and re-stripping the parking lot, and obtaining ongoing oversight by the Irvine Police Department of traffic in and around the school during the hours when students are entering or leaving school.

## 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	0.0	0.4	0.9	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.

Turtle Rock School opened its doors to children in 1970. Built to accommodate 730 students, the building is designed with three classroom clusters, each containing from five to eight individual instructional areas. The classrooms are self-contained in design. Portables have been added to accommodate additional students. At present there are approximately 800 students.

### 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	37	39	38	1222
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	0

### 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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.7	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	1.5	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	0

	instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	
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
School Site	\$5,086	\$771	\$4,315	\$63,063
District	N/A	N/A	\$4,747	\$70,116
Percent Difference – School Site and District	N/A	N/A	-10.01	-11.18
State	N/A	N/A	\$5,300	\$65,008
Percent Difference – School Site and State	N/A	N/A	-22.82	-3.08

### 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, Turtle Rock Elementary School received special funds in the amount of \$207,314.73. 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:

<b>Special Programs</b>	<b>Amount</b>
English Language Acquisition Program	\$ 4,674.00
Economic Impact Aid	\$ 42,068.14
Gifted and Talented	\$ 1,530.00
School Improvement Plan	\$ 62,495.00
Title 1	\$ 96,547.59

## 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	86	87	88	75	76	78	42	43	46
Mathematics	91	90	92	74	74	76	40	40	43
Science	87	86	93	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	94	97	99	
Filipino	*	*	*	
Hispanic or Latino	68	72	*	
Pacific Islander				
White (not Hispanic)	88	93	89	
Male	87	91	92	
Female	89	93	95	
Economically Disadvantaged	54	59	*	
English Learners	76	81	82	
Students with Disabilities	60	60	82	
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	64.2

*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	10	9	10

## 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	0	-3	13	968
African American				
American Indian or Alaska Native				
Asian	-7	3	5	991
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	7	-10	16	963
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	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.

[Turtle Rock Elementary](#) School and the Irvine Unified School District are committed to continuous professional improvement. The District and site has staff development days, as well as afternoon and evening workshops for teachers. We continue to develop [research based](#) instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs through the Professional Learning Communities model. This year's school-wide goals for improving student achievement included efforts to refine our instructional focus based on student achievement data and to intervene and support all students more effectively.

Number of school days dedicated to staff development

	2005-06	2006-07	2007-08
Full Days	1	2	2
2 hour after-school sessions	9	6	4