



# Frank N. Eastwood Elementary School

## 2005-2006 School Accountability Report Card

### Kindergarten through Sixth Grade

*Ms. Donna Brush*  
Principal

(714) 894-7227

#### Principal's Message

Eastwood's staff members work together delivering the same message to all students. That message is "High Achievement for all Eastwood Students." Our well-rounded diverse student body includes 68 Special Education students in the following programs: Speech, Resource, GATE and Special Day. All these students join together forming our student population of 554.

Eastwood has succeeded in incorporating the arts, physical fitness, school pride, social responsibility and, most important, has taught our children to read and understand math procedures and concepts. We have continuously scored at the top of the district in reading and math while nurturing the well-rounded and diverse needs of each student. The Eastwood staff recognizes the key role parents play in the educational life of their children and, as a result, seeks to work closely with the home to provide a climate which enhances learning, personal growth and achievement which lead to success for all students.

Expanding beyond the walls of our school, the community has become our campus. Our vision includes a school community partnership, sharing in the education of our children. In an effort to actively involve the community in our goals, the concept of Partners in Education was established. Partners in Education include our students, staff, parents, businesses, community services and educational institutions. Our learning experience begins in the class and branches out through field trips, contests and competitions, sport events, extracurricular activities and voluntary services.

Eastwood has exceptional parent support and involvement. Eastwood PTA, parents, teachers, school staff and students work together to make Eastwood one of the most active schools in Orange County. The PTA provides services, funds, programs, organizes volunteers, creates business partnerships, raises funds, supports the community and even has a club for fathers called "Dolphin Dads." Eastwood PTA has been recognized as one of the "Top Ten PTA's" in California. Eastwood has received the National PTA Reading Literacy Award for its outstanding and innovative reading program.

Eastwood's Student Body, another Partner in Education, is also involved in supporting the overall school program. Through an elected Student Council, the students raise money to provide field trips and special programs for the students. The sixth graders work together to enable their entire class to participate in a week long Outdoor Science School Program held in the nearby San Bernardino Mountains.

Eastwood School is a unique place where people create and respect a warm, friendly and enthusiastic environment. An "Open Door" policy establishes a comfortable atmosphere where children and adults work together effectively. Visitors to our campus clearly see the spirit of cooperation, pride and dedication. This striving for excellence in education, using all partners, is the hallmark of Eastwood Elementary School.

#### Community & School Profile

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The District serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The District is comprised of thirteen elementary schools and three middle schools. Total enrollment in the District for the 2005-06 school year was 10,024 students.

*Westminster School District*

*"High Academic Achievement  
For All Students"*

#### Board of Trustees

*Mary Mangold, President*

*Jo-Ann Purcell, Vice President*

*Dave Bridgewater, Clerk*

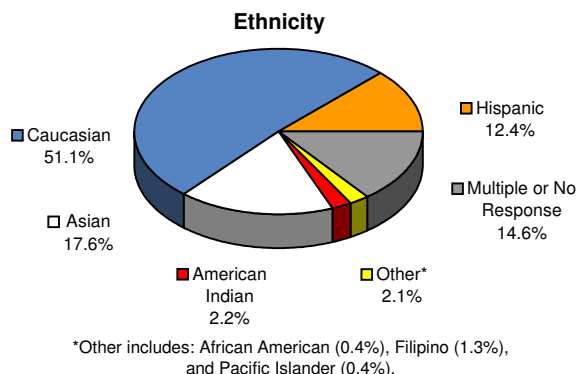
*Andrew Nguyen, Member*

*Sergio Contreras, Member*



13552 University Street • Westminster, CA • 92683

Frank N. Eastwood Elementary School opened in 1965 within a residential area in Westminster and since then has continued to provide students in grades kindergarten through six with a motivational learning experience. The Eastwood School community is located in the northwest corner of the city of Westminster in Orange County. The school facility is attractive, modern, and well maintained; it is situated in a quiet residential neighborhood adjacent to a city park. Eastwood Elementary School operates on a traditional calendar and had an enrollment of 555 students in 2005-06, of which 13.0% were students with disabilities, 11.0% were English Learners, and 14.5% were socioeconomically disadvantaged. Student body demographics are illustrated below.



### Discipline & Climate for Learning

Students at Eastwood Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Eastwood Elementary School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of Eastwood Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks.

The District annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Eastwood Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as assertive discipline and conflict resolution tools to further develop personal growth.

The Suspensions and Expulsions table below illustrates total cases for the school and district for all grade levels as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Eastwood ES			WSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	12	24	29	766	979	1050
Suspension Rate	2.0%	4.1%	5.3%	7.5%	9.8%	10.5%
Expulsions	0	0	0	8	2	8
Expulsion Rate	0.0%	0.0%	0.0%	0.07%	0.01%	0.08%

### Homework

At Eastwood Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

### Recognition Programs & Extracurricular Activities

It is the desire of the Eastwood Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. To help accomplish this aim, Eastwood Elementary offers the following recognition programs and awards: "Caught Being Good," Super Citizen, Outstanding attendance, Presidential Academic Gold and Silver Awards, Golden Apple (Eastwood PTA), Dolphin Award, WELA Award, and the Citizenship Award (Westminster Police Department).

Students are recognized for positive behavior and citizenship daily with "Caught Being Good" slips. A Super Citizen award is presented to students consistently displaying good citizenship at school. Outstanding attendance is recognized at the end of each school year, with certificates given to each student. Students who have Outstanding attendance for multiple years are also recognized by the District and County Office of Education. Students in the primary classes are presented monthly with awards for academic excellence.

Each quarter, students in grades four through six are recognized for having high academic excellence.

Students are encouraged to participate in the school's extracurricular activities which are an integral part of the educational program. These activities include: Student Council, Chess Club, The Eastwood Carnival, Field Games, Extended School Program, Dolphin Dad Camp-out, STUCO sponsored skate events, After-School Assistance, and cross-age tutoring.

### Instructional Minutes & Minimum Days

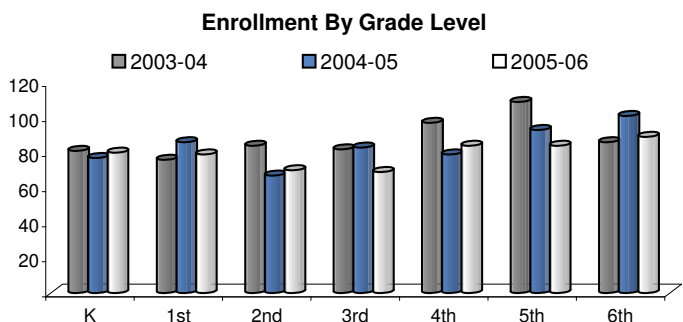
For the 2005-06 school year, Eastwood Elementary School offered 180 days of instruction comprised of 132 regular days, one minimum day, 31 modified Wednesdays, and 10 Parent Conference days. Regularly scheduled shortened days are set aside for teachers to use their professional judgment in order to improve and enhance their curriculum. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. The following chart illustrates instructional minutes offered for each grade level.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	50,494
1st-3rd	50,461	50,494
4th-6th	54,160	54,783

### School Attendance & Enrollment

Regular attendance at Eastwood Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2005-06 school year, the actual attendance rate for all grade levels at Eastwood Elementary School was 96.87%. The following chart illustrates total enrollment for the last three years.



## Class Size

Eastwood Elementary School maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 21.8:1 for the 2005-06 school year. The pupil-to-teacher ratio varies by grade level taught. In addition to school staff, assistance in the classroom is also provided by volunteers from the community, the Rolling Readers program, Book Buddies, as well as student teachers from local colleges and Universities. The chart below illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution								
	Average Class Size			Classrooms Containing:					
	04	05	06	1-20 Students		21-32 Students		33+ Students	
K	27	26	20	4	3	3			
1st	19	20	20	3	4	5			
2nd	18	15	19	4	4	4			
3rd	19	19	31	4	4		2		
4th	32	23	33	1	2	2	1	1	1
5th	26	28	33		4	3	0		2
6th	27	33	27		3	1	3		2
K-3	18	20	20	2	1	1			
4th-6th			30				1		

Eastwood Elementary School implemented CSR for grades kindergarten through three in 1996-1997. The chart at right illustrates the percentage of classrooms participating in CSR for the past three years.

	CSR Participation		
	03-04	04-05	05-06
K	0%	0%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	0%
K-3rd	100%	100%	100%

## School Facilities & Safety

Eastwood Elementary School offers a safe and secure campus for students, staff, and visitors. Eastwood Elementary School is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 28 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports activities, and games.

The school's Comprehensive School Site Safety Plan is updated each year by the Eastwood Safety Advisory Committee to ensure the protection of students and staff, the school and school property. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Key elements of the Safety Plan focus on Eastwood School as a closed campus and supervision of students, before, during and after school. Students are supervised by administrators, teachers and Playground Supervisors.

There is a designated area for student drop-off and pick-up. Visitors are required to register at the office and receive identification badges that must be displayed at all times. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency preparedness drills are held on a regular basis; fire and earthquake drills are conducted monthly, and secure campus procedures are activated once each year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations.

## Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

## Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order.

The table below shows the results of the most recent school facilities inspection.

School Facility Conditions			
Date of Last Inspection: Ongoing			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior/exterior)	x		
Interior Surfaces (walls, floors, & ceilings)	x		
Hazardous Materials (interior/exterior)	x		All friable materials have been removed from easily accessible areas. Monitor non-friable material through our three-year asbestos reinspection.
Structural Damage	x		
Fire Safety	x		
Electrical (interior/exterior)	x		
Pest/Vermin Infestation	x		Gopher/pest control program ongoing at all sites.
Drinking Fountains (inside/outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		

All of the Westminster District school sites were modernized from 1999 through 2002. Major repairs were completed at all sites and all of the campuses are in good repair.

## Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2005-06 school year, the district budgeted \$400,000 for the deferred maintenance program. This represents 0.06% of the district's general fund budget. For the 2005-06 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the continued maintenance of school site facilities including roof repairs, carpet and flooring replacement, boiler/heater replacement, resealing of asphalt, and painting of buildings.

## Community & Parent Involvement

Westminster School District is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and District administrators in the many activities, programs, and organizations that support its students. Numerous programs and activities are enriched by the generous contributions made by the following sources:

- Dolphin Dads
- Mimi's Cafe
- Eastwood Parent Volunteers
- Eastwood Teachers
- Parent Teacher Association (PTA)
- Individual Community Members
- Rolling Reader Community Volunteer Program
- In-n-Out Burger
- Washington Mutual
- School Site Council
- Shakey's Pizza
- Community Volunteers
- Ruby's

Parent conferences, Open House, and Back to School nights are designed to welcome parents, solicit input, and answer questions. The school also has an active PTA which publishes a monthly newsletter to provide parents with updates on the school's classrooms. Parents are encouraged to make an appointment with their child's teacher or principal any time. Eastwood Elementary prides itself on its "Open Door" policy. The School Site Council and the Parent Teacher Association (PTA) bring together staff and community to brainstorm successes and needs within the Eastwood community. Their support in building well-rounded citizens is invaluable.

### Student Achievement & Testing

Assessments of student achievement in reading, writing, and math are administered as an ongoing part of the quality instructional program. These measure students' progress as well as the effectiveness of the instructional program, and are directly tied to the State's content standards. Teams of teachers work to analyze and revise district-wide benchmark assessments to ensure compliance with State content standards. Benchmark assessments are administered to all grade levels at least three times a year in preparation for statewide STAR assessments in the spring.

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown below.

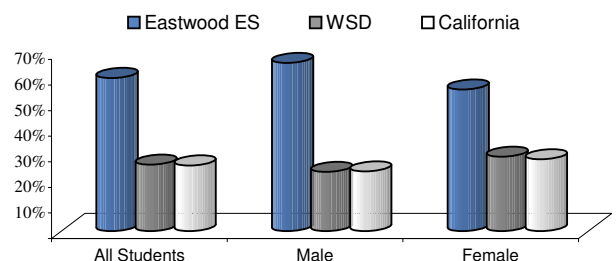
California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts												Math						Science														
	2			3			4			5			6			2		3		4		5		6		5							
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06			
<b>All Students</b>																																	
Eastwood ES	53	58	58	51	48	63	50	57	68	49	55	59	63	60	67	56	67	68	73	73	82	50	68	80	51	54	58	64	61	64	14	28	43
WSD	40	47	51	30	32	35	37	48	53	41	44	45	37	40	47	58	62	64	52	62	62	49	61	62	41	54	54	40	45	50	20	26	34
California	36	42	47	30	31	37	40	47	49	40	43	43	36	38	41	51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	24	28	32
<b>Females</b>																																	
Eastwood ES	59	63	71	58	63	64	55	69	73	43	51	71	69	68	74	57	65	74	73	78	81	50	72	83	49	56	59	67	61	67	8	20	44
WSD	46	49	58	34	37	38	40	53	57	43	49	50	41	44	49	58	59	63	50	63	58	50	61	66	41	57	55	40	45	51	16	22	33
California	39	45	51	33	35	39	43	52	54	44	46	47	39	41	44	50	55	58	47	54	56	45	51	55	38	45	48	34	39	41	22	26	30
<b>Males</b>																																	
Eastwood ES	40	60	45	44	33	63	47	43	63	55	60	47	57	53	59	54	69	62	72	69	84	51	63	78	53	51	59	61	61	61	21	37	41
WSD	34	45	45	26	26	31	34	42	48	38	40	40	33	36	43	56	65	64	55	61	65	48	61	59	41	50	55	40	45	49	25	29	34
California	32	39	43	28	29	33	36	44	46	36	39	40	33	35	39	52	58	59	50	56	58	45	50	54	36	43	48	36	41	42	26	32	34
<b>English Learners</b>																																	
Eastwood ES	41	41	42	28	28	59	30	40	45	33	31	36	* 15	43	55	47	65	67	75	94	45	47	75	53	50	36	* 46	57	7	19	21		
WSD	35	41	45	20	25	24	22	33	40	19	21	24	12	11	16	57	57	60	49	61	55	38	52	55	27	38	40	21	20	27	8	9	15
California	18	23	27	11	12	15	15	19	24	12	13	13	6	7	8	38	43	45	32	40	41	26	32	36	17	22	24	11	13	14	4	6	7
<b>Socioeconomically Disadvantaged (SED)</b>																																	
Eastwood ES	26	50	37	48	19	48	42	35	50	36	48	47	50	48	78	37	46	60	67	63	80	54	50	65	50	48	32	59	61	67	14	17	32
WSD	33	40	42	25	23	23	29	42	45	33	37	37	27	31	39	53	55	58	48	55	53	43	56	55	37	48	49	34	38	43	14	20	25
California	22	28	33	17	17	22	25	32	35	24	28	28	20	22	26	40	45	48	36	44	46	32	38	42	25	32	35	22	26	28	11	14	18
<b>Asian</b>																																	
Eastwood ES	57	58	60	62	35	*	55	*	65	60	53	*	69	61	79	64	83	80	92	94	*	60	*	100	73	68	*	94	72	79	13	21	*
WSD	52	62	65	40	43	45	48	60	69	59	57	59	51	58	56	75	78	79	73	80	80	67	78	82	64	74	77	64	67	65	29	31	46
California	60	66	71	54	54	60	64	71	73	63	67	67	59	60	66	77	79	81	75	81	82	74	79	81	67	74	76	66	69	72	43	50	54
<b>Caucasian</b>																																	
Eastwood ES	55	64	71	58	61	77	52	65	74	53	61	70	63	66	66	55	74	76	78	77	86	52	76	89	49	51	65	54	60	64	16	29	54
WSD	50	58	65	45	45	52	53	62	60	49	60	58	50	53	62	60	69	72	59	70	73	59	71	67	40	56	57	43	50	66	27	36	50
California	53	61	65	48	51	55	59	68	69	60	63	63	56	68	61	67	73	74	64	70	73	61	65	68	51	58	64	51	58	58	41	49	52
<b>Hispanic</b>																																	
Eastwood ES	25	50	47	*	*	50	17	27	*	29	*	27	42	38	*	42	29	53	*	*	71	25	45	*	29	*	27	53	54	*	7	*	9
WSD	22	29	35	14	14	15	18	30	33	21	23	26	16	18	26	39	44	49	34	42	42	27	42	41	22	35	34	19	24	26	8	14	13
California	22	28	33	17	17	22	25	32	35	25	27	29	20	22	27	39	44	47	36	43	46	33	38	43	25	33	36	21	26	29	11	14	18

\* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

### Physical Fitness

In the spring of each year, Eastwood Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'Healthy Fitness Zone' (HFZ). Test results for the 2005-06 school year are shown at right.

Students in Healthy Fitness Zone  
Grade 5



## California Achievement Test (CAT/6)

The CAT/6 is a standardized norm-referenced test, which indicates how the student or group of students compares with that of a norm group and other students from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression and mathematics. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades three and seven only and no longer tests science in any grades. Detailed information regarding results for each grade level can be found at <http://star.cde.ca.gov>. The following chart reflects the percentage of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math, for the previous three years.

CAT/6 Norm Referenced Test																														
% At or Above 50th Percentile																														
	Reading												Math																	
	2			3			4			5			6			2			3			4			5			6		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
<b>Eastwood ES</b>	54			58	53	60	64			67			67			68			70	77	92	71			69			75		
WSD	45			31	33	35	35			44			50			63			59	61	59	53			55			59		
California	47			35	36	37	36			41			46			59			54	55	56	49			50			53		
<b>Subgroups</b>																														
Females	71			63	69	78	70			74			69			79			69	81	94	72			78			80		
Males	35			50	37	45	57			61			67			58			70	73	90	69			61			71		
Socioeconomically Disadvantaged	29			*	37	*	50			55			43			43			*	63	*	56			55			50		
English Learners	*			*	50	27	*			*			*			*			*	67	64	*			*			*		
Students with Disabilities	*			50	17	42	21			31			33			*			69	58	100	29			38			17		
Asian	*			27	67	65	75			84			81			*			47	83	90	75			95			100		
Caucasian	52			70	56	70	62			68			65			67			78	81	97	71			71			70		
Hispanic	43			50	35	33	60			45			50			43			75	59	75	68			35			58		

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

## No Child Left Behind

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes; providing technical assistance and coaching for staff; additional tutoring and interventions for students; and transporting students requesting transfers to other schools within the district.

API School Results				
	03-04	04-05	05-06	2006 API Growth Score
<b>Statewide Rank</b>	8	8	8	
<b>Similar Schools Rank</b>	3	2	4	
<b>All Students</b>				
<b>Actual API Growth</b>	6	37	32	871
<b>Asian</b>				
<b>Actual API Growth</b>		18	16	887
<b>Hispanic</b>				
<b>Actual API Growth</b>	-29	49	61	823
<b>Caucasian</b>				
<b>Actual API Growth</b>	4	47	29	887
<b>Socioeconomically Disadvantaged</b>				
<b>Actual API Growth</b>	-25	7		
<b>English Learners</b>				
<b>Actual API Growth</b>	--	--		

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

## Federal Intervention Programs

Program Improvement Status	Program Improvement (PI)	
	Eastwood ES	WSD
First Year of PI	--	--
Year in PI (in 2006-07)	--	--
Number of Schools Currently in PI	--	4
Percent of Schools Identified for PI	--	26.7%



A "Yes" in the chart at right means the school or district was at or above the 2006 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient. Eastwood Elementary met all the 2006 AYP criteria.



Adequate Yearly Progress (AYP)				
Made AYP Overall	Eastwood ES		WSD	
	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	N/A		N/A	

### Textbooks & Instructional Materials

Westminster School District held a Public Hearing on October 19, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards. Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The District follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The chart at right contains a list of the most recent textbook adoptions in core curriculum areas for Eastwood Elementary, as of January 2007.

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	SRA/McGraw-Hill	K-2	2002	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
	Houghton Mifflin	3-5	2002		0%
	Holt, Rinehart & Winston	6	2002		0%
Math	Harcourt Math	K-6	2001		0%
Social Science	McGraw Hill	K-6	1999		0%
Science*	Houghton Mifflin	4-5	2004		0%
	Prentice Hall	6	2001	0%	

\*Science Kits are the curriculum for science. Science textbooks were purchased as supplemental materials.

### Library & Computers

The Eastwood Elementary School library is stocked with over 10,000 titles that are available for the students to check out. The library also contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information online and improve their research skills. Additional resources include an extensive professional library for teachers and staff.

Computer Resources			
	03-04	04-05	05-06
Computers	111	104	106
Students per computer	5.5	5.6	5.2
Classrooms connected to Internet	22	22	22

Computer skills and concepts provided through standard curriculum prepare students for technological growth and opportunities. Eastwood Elementary School has its own computer lab with 40 computers. In addition, all K-6 classes are equipped with six computers and a SmartBoard. A Computer Tech Center, located on the Willmore Elementary campus, is also available to the students and staff of Eastwood Elementary. The Center is staffed by a qualified Curriculum Resource Technology Teacher and is equipped with PC's, speakers, microphones, printers, digital cameras, a scanner, and instructional videos.

### Curriculum Improvement

All school sites in Westminster School District combine efforts to provide training and curriculum development, which revolve around the state content and performance standards for grades kindergarten through eight. Opportunities for training and staff development are provided at both the district and site level through workshops, conferences, and in-service training. The writing and implementation of Westminster School District's curriculum is an ongoing process, designed to meet the needs in the areas of instructional improvement and implementation of the new State standards and instructional materials.

The curriculum is updated regularly to align with the California Department of Education Frameworks in every subject area. District administration and teachers serve on committees whose primary job is to review the state standards and frameworks, establish benchmarks and expectations in the specific subject areas, develop proficiency tests, analyze test results, and select textbooks and supplementary teaching materials based on the curriculum. Various methods used by the committees to evaluate the curricular program allow the District to readjust, revise, and redesign the program as needed. Evaluation and assessments are conducted through: Monthly Curriculum Council Meetings, Adoption Committee Meetings, Library Steering Committee, Assessment Steering Committee, GATE Task Force and Staff Development Feedback.

### Substitute Teachers

Westminster School District's pool of over 200 substitute teachers all have a bachelor's degree and have passed the California Basic Education Skills Test (CBEST). The District shares its substitute pool with other districts. It is the District's policy that no elementary classes are without a substitute. On rare occasions when a substitute teacher is not available for an absent teacher, a substitute is transferred from one of the middle schools to cover an elementary class. The middle school teachers then use their prep periods to share the responsibility for the subsequent vacancy.



## Teacher Assignment

Westminster School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Eastwood Elementary School had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Eastwood ES			WSD
	03-04	04-05	05-06	05-06
Fully Credentialed	29	28	27	477
Without Full Credentials*	0	1	1	18
Teaching Outside Subject Area	0	0	0	19

\*Data reflects teachers with emergency credentials, waivers, district interns, pre-interns, and university interns as reported by the CDE DataQuest reporting source <http://data1.cde.ca.gov/dataquest/>.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2006-07 school year, the most current available data are reported.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	3	0
Teacher Misassignments (other)	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>3</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. California has been granted an extension by the U.S. Department of Education to ensure that all teachers be considered "Highly Qualified" by the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Courses in Core Academic Subjects	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
<b>Eastwood ES</b>	<b>96.3%</b>	<b>3.7%</b>
All District Schools	92.0%	8.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	96.0%	4.0%

## Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. The school principal conducts each evaluation and assesses performance based on specific criteria: students' progress, as compared to district standards, working relationship with other staff and teachers, professional qualities, teaching techniques and strategies, progress in meeting curricular objectives, and performance of additional assignments.

Faculty members have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSa) program, in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development for elementary schools during the 2005-06 school year focused on Writing and English Language Development.

## Counseling & Other Support Services

It is the goal of Eastwood Elementary School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. When additional assistance is necessary, the following resources have been made available to students at Eastwood Elementary.

	Number of Staff	Full Time Equivalent
Counselor	1	0.2
Librarian	1	0.8
Psychologist	1	0.6
Resource Specialist	1	1.0
Resource Assistant	1	0.8
Nurse	1	0.2
Speech/Language Specialist	1	0.8
Special Day Class (SDC) Teacher	1	1.0
SDC Assistants	4	3.6
Student Achievement Teacher	1	0.6

Eastwood Elementary School utilizes both supplemental instruction and Special Day classes for students with special needs. A Resource Specialist and a Speech/Language Therapist provide support in addition to traditional classrooms. When needed, based on students' Individualized Education Plan (IEP) goals, the district provides Adaptive PE, an Occupational Therapist, and Visually Impaired services.

A Gifted and Talented Education (GATE) program is available for those students who qualify (The GATE program currently serves over 60 students), where students receive differentiated instruction within their regular classroom by GATE certified teachers. All second grade students are tested for the program, and placement begins in the third grade.

## School Leadership

Leadership at Eastwood Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Principal Donna Brush. Mrs. Brush has over 25 years of experience in education. Prior to her position as principal at Eastwood Elementary she held the following positions: 12 years as a Title I Coordinator, two years as a Director of Family Literacy, and three years as a Summer Principal. Eastwood Elementary School's staff meets bi-monthly and focuses on school wide issues. Together, the staff continually evaluates student achievement and uses that data to differentiate instruction for students.

Staff meetings focus on curriculum planning, enrichment activities, and student assessment. Representatives from each grade level meet regularly with the administration to share ideas, goals, and information. The principal meets with each grade level team on a regular basis to provide support and guidance in accountability. Ongoing evaluation of student achievement and data analysis helps improve instruction for all students.

## Contact Information

Parents who wish to participate in Eastwood Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 894-7227.



## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having more than 5,000 Average Daily Attendance (ADA). At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. The table at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information Teachers - Principal - Superintendent 2004-2005		
	WSD	California
Beginning Teachers	\$34,664	\$38,554
Mid-Range Teachers	\$66,902	\$62,649
Highest Teachers	\$82,444	\$76,437
Elementary Principals	\$92,276	\$95,882
Middle School Principals	\$90,338	\$98,355
Superintendent	\$175,114	\$150,227
Salaries as a Percentage of Total Budget		
Teachers Salaries	44.7%	43.8%
Administrative Salaries	4.9%	5.4%

## Average Teacher Salaries

School & District	Eastwood ES	\$54,395
	WSD	\$59,718
	Percentage of Variation: 8.9%	
School & State	Eastwood ES	\$54,395
	All Elementary School Districts	\$58,725
	Percentage of Variation: 7.4%	

## Expenditures & Services Funded

Westminster School District spent an average of \$6,778 to educate each student (based on 2004-05 audited financial statements). The chart at right provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

In addition to general fund state funding, Westminster School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Gifted and Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Educational Technology Assistance Grants
- Class Size Reduction K-3
- Peer Assistance and Review

## Expenditures per Pupil

Eastwood ES	Total	\$4,949
	From Restricted Sources	\$1,185
	From Unrestricted Sources	\$3,764
WSD	From Unrestricted Sources	\$3,608
	<b>Percentage of Variation Between School &amp; District: 4.3%</b>	
California	From Unrestricted Sources	\$4,743
	<b>Percentage of Variation Between School &amp; California: 23.9%</b>	

