

# School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06



## Easterbrook Discovery School

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>.

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04).

Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Easterbrook Discovery School	<b>District Name</b>	Moreland Elementary
<b>Principal</b>	Deborah Baccino	<b>Superintendent</b>	Dr. Les Adelson
<b>Street</b>	4660 Eastus Dr.	<b>Street</b>	4711 Campbell Ave.
<b>City, State, Zip</b>	San Jose, CA 95129-3246	<b>City, State, Zip</b>	San Jose, CA 95130-1709
<b>Phone Number</b>	408-874-3605	<b>Phone Number</b>	408-874-2901
<b>Fax Number</b>	408-253-7487	<b>Fax Number</b>	408-871-2989
<b>Web Site</b>		<b>Web Site</b>	<a href="http://www.moreland.k12.ca.us">www.moreland.k12.ca.us</a>
<b>Email Address</b>		<b>Email Address</b>	<a href="mailto:ladelson@moreland.k12.ca.us">ladelson@moreland.k12.ca.us</a>
<b>CDS Code</b>	43695756047765	<b>SARC Contact</b>	

### School Description and Mission Statement

Information about the school, its programs, and its goals.

Easterbrook Discovery Elementary School is a K-5 research-based award winning elementary school that offers an alternative to traditional neighborhood schools by focusing on the partnership between staff, teachers and parents. Easterbrook Discovery School provides an integrated curriculum that supports each students social, physical, emotional, creative and cognitive growth.

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## Our Mission:

We are a partnership of families and staff focused on meeting the needs of all students. In a collaborative environment, instruction is development-based and differentiated to ensure measurable academic gains by each student. We believe that parent involvement is paramount to the success of our students.

## Our Vision:

We are a learning community of students, parents, and teachers which welcomes all families who make an informed decision to attend. We celebrate the diversity of our community and continue to work to make our educational program and the participation of our families accessible to all that choose to attend EDS.

Our program is based on research and the principles of developmental education including a focus on small group instruction, hands-on learning, broad comprehensive themes, differentiated instruction and the latest findings in brain research.

Our vision is for 100% of the parents at EDS to actively participate in their child's education and in our school community. We believe in providing a wide variety of opportunities for parents to join and participate in our learning community and actively recruit and support parents as part of our program.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name:</b>	Deborah Baccino	<b>Contact Person Phone Number:</b>	408.874.3605
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There are numerous opportunities for parents to become involved at Easterbrook Discovery School. Parents are welcomed into our classrooms to lead small groups of students and support enrichment activities such as gardening, cooking, crafts, and music. Parents help supervise the playground, chaperone our many field trips, and help maintain our campus and classrooms on Volunteer Work Days. Parents also volunteer in our Media Center, Computer Lab, and school-wide Copy Center.

Parents are also invited to join one of our two parent-teacher groups. Our Parent Teacher Organization is very active, and generously supports our school with fundraisers and activities that enhance our school climate. Parents who work full time during school hours often find it rewarding to work as part of a committee that organizes school fundraising or special events.

Parents are essential in planning school focus issues. Parents and staff collaborate on our School Sight Council which focuses on the appropriating of School Improvement Funds as well as other school-wide planning.

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## II. Demographic Information

### Student Enrollment - Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	111
Grade 1	129
Grade 2	111
Grade 3	104
Grade 4	94
Grade 5	97
Total Enrollment	646

### Student Enrollment - Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	25	3.9
American Indian or Alaska Native	2	0.3
Asian	179	27.7
Filipino	8	1.2
Hispanic or Latino	149	23.1
Multiple or No Response	14	2.2
Pacific Islander	6	0.9
White (Not Hispanic)	263	40.7

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## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	1/15/2006	<b>Date Last Discussed with Staff</b>	2/2/2006
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Providing a safe school environment has been, and continues to be, a high priority for Easterbrook Discovery School. Collaborative efforts involving the San Jose Police Department, Bay Area Family Therapy Associates, Health Clerks, Santa Clara School Link Services, Cornerstone Leadership team, EDS Parent Teacher Organization, and School Site Council have provided our school with a comprehensive health education program that focuses on prevention education, student and parent responsibility, and partnerships with the school. Our Safe School Action Plan was developed through the work of the Safe School Committee and is updated by the staff and School Site Council.

High expectations for behavior are shared by everyone. Our EDS Code is the central core to those expectations.

The EDS Code

We are EDS students

Every day we will listen, learn and laugh

We are responsible, respectful and cooperative.

We take care of our school and our world.

We believe in ourselves and never give up!

**BELIEVE IT!!!**

All children know the code, and behavior is discussed in relation to it. Additionally, students are trained in friendship skills, listening skills and problem solving skills. The Quest "Skills for Growing Program", a drug education program, is an established part of the core curriculum. This program is designed to give elementary students the skills needed to make sound decisions, feel good about themselves, and work as team members. Behavior issues are handled through conflict management strategies, parent education classes for parents, our BAFTTA counselor, and the services of our district psychologist. Our Cornerstone Leadership Team of teachers and students leads student interest clubs at lunchtime and annually implements an Anti-Bullying campaign focused on creating and maintaining a caring campus.

Easterbrook Discovery School has a variety of programs available for children with special needs. In order to ensure the success of each student, our student study team, which includes our district psychologist, resource teacher, and speech pathologist collaborates with parents to address the educational needs of students having learning difficulties.

Alternatives and interventions to the regular program are implemented to help a child with special needs. Every effort is made to address these needs within the regular classroom setting. Our school services include speech and language services provided by our Speech and Language Specialists, counseling services through the Bay Area Family Therapy Training Associates, and coordinated health care through the district nurse.



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## IV. School Facilities

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

Walk onto our campus and the first thing that you will see is a beautiful amphitheater that is surrounded by flower gardens that are lovingly tended by students, parents and gardening coordinators. One day custodian and two evening custodians clean the school daily and care for the surrounding playgrounds. District maintenance crews mow lawns weekly and trim shrubbery and trees. Ongoing training for the maintenance staff personnel and custodians help to provide a safe and clean school setting.

Our state of the art Media Center, complete with library, Sun computer lab, and workrooms, is a source of pride at our school. Two additional computer labs, a PC lab and Mac lab, ensure that every student has access to the technology curriculum. Updated Playground equipment has been added to our playgrounds in recent years.

### GW cc` : UW]mi7 cbX]hcbg'E FYgi `hg`cZ-bgdYW]cb`UbX'9 j Ui U]cb

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
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		
Other			

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## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	53	55	64	58	57	60	35	36	40
Mathematics	60	58	69	57	55	59	35	34	38
Science	--	33	59	0	50	54	27	25	27
History-Social Science	--	--	--	48	53	48	28	29	32

### CST - Racial and Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Racial/Ethnic Category	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	38	*	84	*	32	*	70
Mathematics	31	*	88	*	45	*	73
Science	*	--	76	--	29	*	64

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## CST - Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subgroups	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities
English-Language Arts	60	69	22	38	43
Mathematics	66	72	42	45	43
Science	63	54	8	33	*

## Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

## NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	58	52	48	62	61	59	43	43	41
Mathematics	68	67	69	72	69	70	50	51	52

## NRT - Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	African-American	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
Reading	*	61	*	30	*	54
Mathematics	*	91	*	60	*	65

## NRT - Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities
Reading	41	55	13	32	*
Mathematics	70	68	47	68	*

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## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	24.4	23.9	25.0	22.8	18.6	28.1	24.5	22.3	26.7
7	--	--	--	38.0	33.8	42.7	28.8	26.8	30.9
9	--	--	--	--	--	--	26.7	27.5	25.8

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## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 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.

### Growth Targets:

The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

### Subgroup APIs and Targets:

In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

### Percent Tested:

To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

### Statewide Rank:

Schools receiving a 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	99	100	Percent Tested	99	100	100
API Base Score	776	803	806	API Growth Score	802	809	840
Growth Target	1	A	A	Actual Growth	26	6	34
Statewide Rank	8	8	8				
Similar Schools Rank	5	6	8				

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Data reported are API Base and Growth scores and growth targets.

		API Base Data					API Growth Data		
		2002	2003	2004			From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Asian	API Base Score	840	892	--	Asian	API Growth Score	883	883	944
	Growth Target	A	A	--		Actual Growth	43	-9	--
Hispanic or Latino	API Base Score	670	681	713	Hispanic or Latino	API Growth Score	681	712	678
	Growth Target	1	1	1		Actual Growth	11	31	-35
White (Not Hispanic)	API Base Score	792	814	844	White (Not Hispanic)	API Growth Score	820	843	863
	Growth Target	1	A	A		Actual Growth	28	29	19

## API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	654	698	715	API Growth Score	701	717	704
Growth Target	1	1	1	Actual Growth	47	19	-11

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

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## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- 1. The percentage of students who are proficient or above in each of the state tests in reading, mathematics, and science.
- 2. The percentage of students who are proficient or above in each of the state tests in reading, mathematics, and science, broken down by student subgroups.
- 3. The percentage of students who are proficient or above in each of the state tests in reading, mathematics, and science, broken down by student subgroups, and the percentage of students who are proficient or above in each of the state tests in reading, mathematics, and science, broken down by student subgroups, and the percentage of students who are proficient or above in each of the state tests in reading, mathematics, and science, broken down by student subgroups.
- 4. The percentage of students who are proficient or above in each of the state tests in reading, mathematics, and science, broken down by student subgroups, and the percentage of students who are proficient or above in each of the state tests in reading, mathematics, and science, broken down by student subgroups, and the percentage of students who are proficient or above in each of the state tests in reading, mathematics, and science, broken down by student subgroups.

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

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Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
Overall	Yes	Yes	Yes	Yes	Yes	Yes

### 5 MD'DUf]V]dU]cb'F UH'g'UbX'DfcZ]W]bWn@/j Y'g'Ë'GW cc`k ]XY'UbX'Gi V[ fci dg

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. Note: "n/a" means that the student group is not numerically significant.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	N/A	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	N/A	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	N/A	Yes	Yes

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## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
<b>Year Identified for Program Improvement</b>	-	-
<b>Year in Program Improvement</b>	-	-
<b>Year Exited Program Improvement</b>	-	-
<b>Number of Schools Currently in Program Improvement</b>	-	1
<b>Percent of Schools Identified for Program Improvement</b>	-	12.50

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

	2003			2004			2005			
	Number of Classrooms			Number of Classrooms			Number of Classrooms			
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	33+
K	20.0	3	--	19.8	4	--	--	--	--	--
1	19.3	3	--	20.0	3	--	--	--	--	--
2	18.0	3	--	20.0	4	--	19.0	1	--	--
3	19.5	4	--	20.0	3	--	19.0	1	--	--
4	31.0	--	2	--	--	--	31.3	--	3	--
5	30.5	--	2	--	--	--	32.3	--	2	1
K-3	20.0	1	--	--	--	--	19.4	23	1	--
4-8	--	--	--	31.3	--	3	--	--	--	--

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

	2003	
	Number of Classrooms	
	Avg. Class Size	1-22
English	21.0	1

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## Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent Of Students Participating		
	2003	2004	2005
K	100	100	0
1	100	100	0
2	100	100	0
3	100	100	0

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	63.3
All Schools in District	76.4
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	76.8

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	21	18	34
Teachers with Full Credentials	20	18	34
Teachers Teaching Outside Subject Area	0	0	0
Teachers in Alternative Routes to Certification	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits	2	0	0
Teachers with Waivers	0	0	0

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## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	2	1
Total Teacher Misassignments	0	2	1

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.9	0.9
Master's Degree plus 30 or more semester hours	17.7	21.7
Master's Degree	32.4	20.4
Bachelor's Degree plus 30 or more semester hours	32.4	49.3
Bachelor's Degree	14.7	7.7
Less than Bachelor's Degree	0.0	0.0

## Vacant Teacher Positions

Data reported are 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 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

The principal is responsible for all teacher evaluations. All teachers and the principal meet in the fall of each year to write teaching goals based on the California Teaching Standards and focused on student learning. Permanent teachers are formally evaluated every other year; evaluation includes two classroom observations and a formal written evaluation.

Temporary and probationary teachers receive four classroom observations and two written evaluations per year. Our New

Teacher Orientation program is extensive with a peer coach and training throughout a teacher's first two years in the district. In partnership with the Silicon Valley New Teacher Project, the district has provided new teacher mentors who provide ongoing support for first and second year teachers using the BTSA model, as well as Peer Assistance and Review.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

The district maintains a pool of credentialed substitute teachers to call upon when teachers are absent. The district pays substitutes \$105-\$127 per day. We are always looking for teachers interested in teaching for our district. Check our district website for details.

# School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Speech/Language/Hearing Specialist	1.0

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

**No Data Available**

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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The staff at Easterbrook Discovery School is committed to providing an exciting curriculum that is developmentally based. Each child is viewed as a unique individual with his/her own pattern and timing of growth. Curriculum and instruction are responsive to these individual differences, and are designed to develop and enhance children's self-esteem, sense of competence, and positive feelings toward learning.

Students actively learn in a variety of group settings. There is an emphasis on small group and individualized instruction. The staff recognizes the importance of developing positive peer group relationships, and provides opportunities for cooperative small group projects that develop cognitive ability and promote peer interaction.

The curriculum is designed to maximize each child's success. It is thematic-based, hands-on, and experiential while also incorporating a variety of off-site learning opportunities. Our premise is that children construct their own knowledge from experiences, therefore the curriculum content needs to be relevant, engaging and meaningful. Students are provided with challenging opportunities to use and develop the thinking skills they bring with them, and to create and solve problems that interest them.

In addition to our challenging classroom curriculum, we also provide the following enrichment and extension opportunities:

- Junior Master Gardener Program

- Annual Science Faire

- Parent-managed computer lab

- Enrichment assemblies

- Performing arts productions by each classroom

- Field trips for all grade levels

- Multi-media equipment in each classroom with internet access

- Instrumental music program

- Annual Speech Tournament (4th and 5th grades)

- After school chess, science, martial arts and art classes

- Homework Club

- Friday Workshops for 4th and 5th grades - exploratory classes such as arts, quilting, fitness, etc.

- Annual Young Authors' and Artists' Faire

Destination Imagination Team

Fourth grade students have the opportunity to participate in the district instrumental music program. Students have the opportunity to choose an instrument and beginning band and orchestra instruction is offered to them on a weekly basis. Shared leadership is valued and an inherent part of our culture and every staff member has an opportunity to take on a leadership role at some point during the year. Leadership T.E.A.M.s, consisting of staff members and sometimes parent representatives meet throughout the year to lead the EDS community in areas such as Parent Participation, Parent Education, Technology, Cornerstone Leadership, G.A.T.E., School Sing, and a School-Wide Copy Center run by volunteers. These T.E.A.M.s gather data and make decisions about school wide programs, including the staff in decision-making when appropriate. These T.E.A.M.s also keep the staff and community informed on progress toward site goals set by the staff at the beginning of each year.

In addition to the specialized TEAMS, a team of grade level representatives meets weekly with the principal to plan grade level and staff meetings, and address issues involving many aspects of school planning.

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## Professional Development

Information about the program for training the school's teachers and other professional staff.

In planning staff development, we annually assess our schools needs through in-depth analysis of students performance on multiple measures of assessment, including CAT6, district math and writing assessments, the MARS test, and a battery of literacy assessments. School goals are set in response to these finding and these goals guide staff development activities throughout the year.

On-going staff development and parent education provide staff and parents opportunities to grow and improve in skills to support our students. Four days a week are lengthened to allow the shortening of one day for common planning time and collaboration. Weekly grade level and cross grade level meetings provide opportunities to share student work and data that reflects how our grade levels, individual students, and our school as a whole are achieving. SIP days and staff meetings provide times for the staff to come together to collaborate and make decisions that direct the school program in terms of curriculum, teaching practice, student behavior expectations, homework practice, and other site-related issues.

District professional development and focuses on reading, mathematics and writing instruction, computer literacy and student assessment. At Easterbrook Discovery, staff members are given opportunities to attend outside professional development workshops based on both school goals and teacher professional goals. After attending workshops, teachers return to school and are given time to share their new knowledge with their colleagues. This year, a group of 4th and 5th grade teachers participated in a lesson study group through the NOYCE foundation and brought back the learning structure to our staff. Plans are being made for other grade levels to participate in a similar activity in the spring. Some of our most powerful staff development at EDS comes from this kind of colleague to colleague sharing. New teachers in the district have peer coaches through the Silicon Valley New Teacher Project for assistance in classroom management, instructional strategies and district curriculum.

Each year, every staff member participated in a book study group. The book, Setting Limits in the Classroom, focused on building school-wide expectations for behavior standards. Book discussion groups meet weekly and alternate between grade level groups and cross-grade level groups depending on the topic.

Members of the staff belong to a wide variety of professional organizations such as the Association for Supervision and Curriculum Development, National Assoc. of Elementary School Principals, National Council of Teachers of Mathematics, California Reading Council, Computer Using Educators, Nat'l Assoc. for the Education of Young Children, and California Assoc. for the Gifted.

## Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin, A Legacy of Literacy (2003)
Mathematics	McGraw Hill, Mathematics, (2002)
Science	Harcourt Science (2000)
History-Social Science	Harcourt Brace, Adventures in Time & Place (2001)

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## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	8/25/2005 - One textbook per student
Mathematics	8/25/2005 - One textbook per student
Science	8/25/2005 - One textbook per student
History/Social Science	8/25/2005 - One textbook per student
Foreign Language	N/A
Health	N/A
Science Laboratory Equipment (grades 9-12)	N/A

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	40,500	36,000
1	53,390	50,400
2	53,390	50,400
3	53,390	50,400
4	54,700	54,000
5	54,700	54,000

## Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are two minimum days, one the day before Winter Break and the other the last day of school.

## XI. Fiscal and Expenditure Data

# School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06

## Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,028	\$36,605
<b>Mid-Range Teacher Salary</b>	\$56,421	\$56,479
<b>Highest Teacher Salary</b>	\$75,992	\$69,452
<b>Average Principal Salary (Elementary)</b>	\$97,461	\$86,793
<b>Average Principal Salary (Middle)</b>	\$104,920	\$89,269
<b>Superintendent Salary</b>	\$157,000	\$122,177
<b>Percent of Budget for Teachers' Salary</b>	44.8 %	42.3 %
<b>Percent of Budget for Administrative Salary</b>	6.0 %	5.9 %

## District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$27,961,063	\$6,447	\$6,643	\$6,919

## Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The many services funded include: English Language Learners (ELL) tutors, School Psychologist, Special Education Services, BAFTTA counselor 2 days a week, GATE, homework center and staff development. The Moreland Educational Foundation also helps fund a library specialists, a computer lab instructor and music program.