

Eastshore Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 may 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.

2023-24 School Contact Information

School Name	Eastshore Elementary School
Street	155 Eastshore
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-5705
Principal	Kara Rydman
Email Address	kararydman@iusd.org
School Website	https://eastshore.iusd.org/
County-District-School (CDS) Code	30-73650-6100317

2023-24 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
District Website	www.iusd.org

2023-24 School Description and Mission Statement

Eastshore Elementary School is deeply committed to fostering continuous academic and social-emotional growth in all its students. The school offers a comprehensive range of programs and support systems designed to address both academic and social-emotional needs. Here's an overview of the programs available at Eastshore Elementary:

Social-Emotional Learning Instruction and Support: The school emphasizes the importance of social-emotional learning (SEL) and provides dedicated instruction and support to help students develop essential skills such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

Multi-tiered Systems of Support (MTSS) at Every Grade Level: The school employs a Response to Intervention (RTI) approach, offering various levels of support and interventions to address students' academic needs at different tiers, ensuring no student is left behind.

Alternative Program for Academically Accelerated Students (APAAS) Classes: These specialized classes cater to academically advanced students, offering a curriculum that is challenging and supportive, tailored to meet the needs of high-achieving learners.

GATE Clusters in General Education Classrooms: Gifted and Talented Education (GATE) clusters within regular classrooms provide enriched learning experiences for students identified as gifted, encouraging their intellectual growth and engagement.

Specialized Academic Instructional Support: The school provides targeted academic support to students who require additional assistance, tailoring instruction to address individual learning needs and challenges.

Speech and Language Support: Support services are available for students needing assistance in speech and language development, ensuring that they can effectively communicate and participate in the learning environment.

ELD Instructional Support for English Language Learners: Programs are in place to support students who are learning English as a second language, providing them with specialized instruction to help develop language proficiency and academic skills.

2023-24 School Description and Mission Statement

Early Intervention Reading Model for Emerging Readers: A program designed to identify and assist emerging readers early on, providing specific interventions and strategies to improve their reading skills and comprehension.

General Education Classes: In addition to specialized programs, Eastshore Elementary provides comprehensive general education classes that aim to offer a well-rounded education to all students.

Eastshore Elementary School's array of programs underscores its dedication to supporting the holistic development of students, catering to their diverse needs, and fostering an inclusive and nurturing learning environment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	68
Grade 2	57
Grade 3	63
Grade 4	87
Grade 5	90
Grade 6	94
Total Enrollment	534

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53%
Male	47%
Asian	41.6%
Black or African American	1.5%
Filipino	3.4%
Hispanic or Latino	14.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	8.4%
White	28.1%
English Learners	10.1%
Foster Youth	0.6%
Socioeconomically Disadvantaged	14.8%
Students with Disabilities	8.8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.00	100.00	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	12.00	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	100.00	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	0.00	0.00	83.80	5.82	15831.90	5.67
Total Teaching Positions	21.00	100.00	1441.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	N/A		N/A
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Eastshore Elementary School was built in 1979. Since that time, eight portable classrooms have been added to the site. The facilities reflect the pride that this community has in this school. All classrooms are connected to the District Wide Area Network through T-1 lines. There are networked computers across the school. We also have more than 1:1 student to chromebooks with carts and several class sets of iPads, all of which are connected to the local area network. The media center has a comprehensive library. Our custodial staff is committed to the clean appearance of the school and is supported by the district's Maintenance and Operations Department. Classroom furniture is replaced as needed. Classroom audio visual equipment is consistently upgraded to reflect changing technology which includes LCD projectors and screens in every classroom. All classrooms have been upgraded with audio systems.

During the summer of 2019, Measure E improvements were completed, resulting in a new Kindergarten and First Grade wing as well as the establishment of a Design Lab. In 2022 an Innovation Lab was created and made accessible to students and teachers to facilitate the use of robotics across all grade levels. The development of a Sensory Room is in the beginning stages of planning.

Year and month of the most recent FIT report

11/2/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	79	81	75	75	47	46
Mathematics (grades 3-8 and 11)	69	76	68	69	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	343	333	97.08	2.92	80.78
Female	170	166	97.65	2.35	79.52
Male	173	167	96.53	3.47	82.04
American Indian or Alaska Native	--	--	--	--	--
Asian	159	154	96.86	3.14	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	73.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	69.23
White	94	90	95.74	4.26	72.22
English Learners	27	19	70.37	29.63	21.05
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	50	94.34	5.66	64.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	51.85

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	343	341	99.42	0.58	75.66
Female	170	169	99.41	0.59	72.19
Male	173	172	99.42	0.58	79.07
American Indian or Alaska Native	--	--	--	--	--
Asian	159	159	100.00	0.00	90.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	41.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	56.41
White	94	93	98.94	1.06	70.97
English Learners	27	27	100.00	0.00	40.74
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.23	3.77	54.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	48.15

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	67.44	85.26	61.37	64.04	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	95	100.00	0.00	85.26
Female	44	44	100.00	0.00	86.36
Male	51	51	100.00	0.00	84.31
American Indian or Alaska Native	0	0	0	0	0
Asian	46	46	100.00	0.00	95.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	76.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	69.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.55%	97.87%	97.87%	97.87%	96.81%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Eastshore Elementary School facilitates active partnership between the home and the school. The PTA, the School Site Council, parent volunteers, and support from the business community are integral to the ongoing success of our students. PTA provides enrichment opportunities through assemblies focusing on the arts and character education, financial support for programs and teachers and community events which foster connectedness. The School Site Council participates in the monitoring of our Site Plan for Student Achievement and the expenditure of funds to enrich our curricular focus. Parent volunteers contribute many hours to supporting our school. The business community is also involved by supplying our school with resources to purchase equipment and other supplies through matching donations as well as assemblies which benefit the entire school community. Both our PTA and our School Site Council weigh in on the LCAP annually, providing valuable input related to fiduciary expenditures on a district level.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	575	556	58	10.4
Female	300	289	34	11.8
Male	275	267	24	9.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	246	234	8	3.4
Black or African American	8	8	0	0.0
Filipino	18	18	1	5.6
Hispanic or Latino	78	78	24	30.8
Native Hawaiian or Pacific Islander	4	3	0	0.0
Two or More Races	46	46	9	19.6
White	163	157	15	9.6
English Learners	80	68	11	16.2
Foster Youth	3	3	2	66.7
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	99	96	18	18.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	55	8	14.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.43	0.70	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.7	0
Female	0.67	0
Male	0.73	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.81	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.56	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.82	0

2023-24 School Safety Plan

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

Our school practices emergency response procedures such as fire with evacuation, full simulation earthquake, and shelter in place drills which are scheduled and implemented throughout the school year to assess our level of preparedness. Staff also participates in CPR, First Aid, Active Intruder, and other aligned trainings. We purchase and replenish our emergency supplies annually with the help of the PTA to ensure that all students and adults on campus will be cared for in case of any disaster. These emergency supplies (food, water, blankets, first aide, and all other emergency equipment) are kept in our emergency storage shed for immediate access if needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2		
1	24		1	
2	14	2	1	
3	19	2	1	
4	17	4		
5	15	4	1	
6	17	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	20	2	1	
2	27		2	
3	20	1	2	
4	26		3	
5	25		3	
6	27		4	
Other	29		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	6	0	0
1	23	0	3	0
2	29	0	2	0
3	32	0	2	0
4	29	0	2	0
5	30	0	2	0
6	31	0	2	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (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	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1.7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,580	\$228	\$6,351	\$88,914
District	N/A	N/A	6187	\$88,902
Percent Difference - School Site and District	N/A	N/A	2.6	2.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	10.7	4.1

Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English learners, low-income students, and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), and the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,523	\$55,550
Mid-Range Teacher Salary	\$92,019	\$80,703
Highest Teacher Salary	\$118,946	\$109,418
Average Principal Salary (Elementary)	\$150,833	\$137,703
Average Principal Salary (Middle)	\$159,048	\$143,760
Average Principal Salary (High)	\$180,782	\$159,021
Superintendent Salary	\$345,737	\$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

Professional Development

Eastshore Elementary School's Professional Learning Plan is structured around several key areas aimed at enhancing teaching practices, fostering an inclusive environment, and ensuring the well-being of students. Here's an overview of the components within the school's professional learning plan:

Collaborative Design: The school emphasizes a collaborative approach among its staff, encouraging teachers and educators to work together in designing curriculum, instructional strategies, and assessment methods. This approach facilitates sharing best practices and innovative teaching methods among educators.

Equity and Inclusion: The professional learning plan prioritizes equity and inclusion, aiming to create a learning environment where every student feels valued and included. Teachers participate in workshops, training sessions, and discussions focused on recognizing and addressing biases, promoting diversity, and creating culturally responsive teaching practices.

Targeted Instruction: The plan focuses on improving instructional practices tailored to meet the diverse learning needs of students. Teachers receive training and resources to implement targeted instruction, including differentiated teaching methods, individualized learning plans, and interventions to support struggling students.

Social-Emotional Learning (SEL): Recognizing the importance of social-emotional development in student success, the professional learning plan includes training sessions and workshops on integrating SEL practices into the curriculum. Teachers learn strategies to nurture students' social skills, emotional regulation, empathy, and relationship-building.

School Safety: The plan prioritizes creating a safe and supportive school environment. Staff members undergo training and workshops related to school safety protocols, crisis management, conflict resolution, and fostering a positive school climate.

These components of the professional learning plan reflect Eastshore Elementary School's commitment to continuous improvement, professional development, and providing a supportive and inclusive educational experience for its students. The plan focuses on not only enhancing academic instruction but also fostering a culture that prioritizes equity, social-emotional well-being, and a safe learning environment for all.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9