

Eastwood

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Eastwood
Street	99 Meander
City, State, Zip	Irvine, CA 92620
Phone Number	949-936-8100
Principal	Aaron Jetzer
Email Address	aaronjetzer@iusd.org
School Website	https://eastwood.iusd.org/
County-District-School (CDS) Code	30-73650-0135137

2022-23 District Contact Information

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

2022-23 School Overview

Who are Explorers?

As we embark on an awesome journey to achieve our personal best, we push boundaries to reinvent what is possible.

We BELIEVE that there are no limits to what we can accomplish. We know our voices matter and we have the ability to do great things.

We RESPECT ourselves and others by showing honor and appreciation through words and actions.

We ADAPT our thinking and embrace growth.

We VALIDATE each other as we seek to solve problems together.

We EMPATHIZE to improve the lives of everyone.

Eastwood combines design and functionality throughout to create a learning environment that is second-to-none. The innovative furniture throughout the school provides students the flexibility to learn in a variety of ways, and our awesome teachers and staff are focused on providing the greatest experience you can envision. Every decision we make is rooted in research and answers the question of "What is best for children?"

We address the whole child: We play, we create, we have fun, we learn, we teach, we read, we provide the best instruction for each child, we explore math, we investigate science, we study history, we program robots, we make a mess, we study, we innovate, we question, we sing. We strive to create environments where kids want to learn in and out of the classroom.

We want parents to personalize their child's learning as much as we do in the classroom. We want kids to be kids and become lifelong learners...not burn out and hate school.

We provide a rigorous instructional program that includes the Common Core standards and a focus to help students create, explore, and develop questions while equipping them to use the tools necessary to help them answer those questions. We facilitate a balance in student participation of activities that they are passionate about while being challenging. This combination creates a sense of meaning and more of a desire to learn.

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We encourage students to identify real-world, phenomenon-based events that will help them understand the world, and foster a curiosity to question that just because something has been done, doesn't mean the existing condition is the best way to do it.

We created Eastwood because we believe this approach is what is best for kids, and it's what the research says we should be doing for our children.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	88
Grade 2	95
Grade 3	90
Grade 4	85
Grade 5	76
Grade 6	71
Total Enrollment	576

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.7
Male	57.3
American Indian or Alaska Native	0.2
Asian	59.7
Black or African American	1.6
Filipino	2.8
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	10.2
White	17.9
English Learners	25.9
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	12.8
Students with Disabilities	10.4



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)	11.90	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	11.90	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)	21.50	95.56	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)	1.00	4.44	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	22.50	100.00	1441.50	100.00	279044.80	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.

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	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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

2021-22 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)	0.00	4.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All of our materials are up-to-date and each student has access to the textbook. Teachers use the textbooks as a tool to support the curriculum and supplement the textbooks with additional resources as needed.

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, 2022. 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	Yes	0%

	October, 2022. All core textbooks and instructional materials are state-adopted.		
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. 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, 2022. 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, 2022. 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

School Facility Conditions and Planned Improvements

The Irvine Unified School District has an excellent Maintenance and Operations Department that ensures our campus is in better than "good" condition.

Eastwood is in our sixth year of operation, and our facilities are in excellent condition. Our custodians ensure the campus is clean, and pay close attention to any items that need to be repaired. When identified, these requests are submitted to our M&O department, and the problem is addressed quickly.

Year and month of the most recent FIT report

9/6/2022

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			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	73	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	74	N/A	68	N/A	33

2021-22 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	330	317	96.06	3.94	73.19
Female	150	141	94.00	6.00	79.43
Male	180	176	97.78	2.22	68.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	196	187	95.41	4.59	83.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43	3.57	51.85
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	31	30	96.77	3.23	76.67
White	57	55	96.49	3.51	52.73
English Learners	62	54	87.10	12.90	42.59
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	43	93.48	6.52	51.16
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	28	90.32	9.68	39.29

2021-22 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	330	326	98.79	1.21	73.62
Female	150	147	98.00	2.00	72.11
Male	180	179	99.44	0.56	74.86
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	196	194	98.98	1.02	86.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	35.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	31	30	96.77	3.23	73.33
White	57	56	98.25	1.75	50.00
English Learners	62	61	98.39	1.61	60.66
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	0.00	47.83
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	28	90.32	9.68	39.29

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	64.2	NT	61.37	28.5	29.47

2021-22 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	82	81	98.78	1.22	64.2
Female	36	36	100	0	72.22
Male	46	45	97.83	2.17	57.78
American Indian or Alaska Native	0	0	0	0	0
Asian	57	56	98.25	1.75	69.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100	0	46.15
English Learners	17	16	94.12	5.88	18.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100.00%	96.25%	96.25%	93.75%	100.00%

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.

2022-23 Opportunities for Parental Involvement

Parents have the opportunity to get involved by volunteering in their child's classroom and/or joining our Eastwood PTA. At the beginning of the school year, teachers elicit parent interest, and all parent volunteers are coordinated directly through the teacher.

We encourage parents to join the PTA through a school-wide membership drive at the beginning of each year and with frequent reminders throughout the year. General PTA meetings are held 6 times a year, and all parents are encouraged to attend and find ways to get involved. Involvement can include chairing a program or volunteering to support that program. If parents have any PTA related questions, they can contact our PTA president at: president@eastwoodpta.com

We host 2-3 STEAM annually to address areas of concern that our parents bring to us. This has included our homework policy, internet safety, and how Daily 5 works. We will continue to elicit feedback from parents to determine future areas of need. If parents have a suggestion, they can contact the principal.

We also provide parents to participate in the School Site Council (SSC) and English Language Advisory Committee (ELAC). Both groups meet together to identify priorities for our students and to be part of the development of our annual Single School Plan for Student Achievement (SPSA) that supports our District-wide LCAP (Local Control Accountability Plan). Throughout the school year, the Committee reviews the progress we are making and discusses items of interest regarding the school program. Meetings are held four times a year. Eastwood only has a SSC this year as we did not have enough parents express interest in being part of our ELAC.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	633	614	78	12.7
Female	277	268	35	13.1
Male	356	346	43	12.4
American Indian or Alaska Native	1	1	1	100.0
Asian	389	374	40	10.7
Black or African American	10	9	0	0.0
Filipino	16	16	1	6.3
Hispanic or Latino	51	50	11	22.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	61	59	6	10.2
White	104	104	19	18.3
English Learners	176	167	21	12.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	85	81	14	17.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	70	17	24.3

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.73	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.32	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.32	0.00
Female	0.00	0.00
Male	0.56	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.26	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Each year Eastwood reviews our school safety plan with parents, staff, and the Irvine Police Department. We have clearly defined processes for a variety of emergencies including: fire, earthquake, and lockdown. Our safety plan designates responsible parties for the different actions needed to provide a safe environment during an emergency with specific actions to be taken. The plan also includes a schedule of the drills we conduct at Eastwood.

The plan is reviewed with the teachers and staff at a staff meeting in September, and it is reviewed by our District Safety Supervisor and the Irvine Police Department in October.

A copy of the plan is available in the front office upon request.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	28		4	
1	27		3	
2	30		3	
3	40		2	1
4	27	1	4	
5	30	1	2	
6	31		4	
Other	17	4	3	

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	10	3		
1	14	3	1	
2	12	4		
3	13	3	1	
4	18	2	1	
5	14	2		
6	17	3		
Other	20	2	3	

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	33		1	
1	27		3	
2	26		3	
3	26		3	
4	28		3	
5	29		2	
6	20	1	2	
Other	17	2	2	

2021-22 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

2021-22 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	1.2
Resource Specialist (non-teaching)	
Other	2.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7572	\$119	\$7453	\$75462
District	N/A	N/A	5796	\$86,958
Percent Difference - School Site and District	N/A	N/A	25.0	-14.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	12.2	-12.3

2021-22 Types of Services Funded

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.

Finally, 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,071	\$51,081
Mid-Range Teacher Salary	\$89,426	\$77,514
Highest Teacher Salary	\$115,594	\$105,764
Average Principal Salary (Elementary)	\$144,393	\$133,421
Average Principal Salary (Middle)	\$152,197	\$138,594
Average Principal Salary (High)	\$174,854	\$153,392
Superintendent Salary	\$335,993	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

IUSD has 3 District-wide PD days that all teachers participate in.

The August 15 day focused on Meeting the Needs of ALL Students Through Equitable Instructional Practices with a shifts to the “What” and the “How” of ensuring that we create equitable access and opportunities for all students.

Our October 10 day focused on how Eastwood is utilizing Professional Learning Communities to ensure we are providing equitable access and opportunities for all students.

Our February 17 day built upon our work of PLCs by providing teachers with the opportunity to review data and plan instructional opportunities.

Our three district days also provided a professional development option for our paraprofessionals via virtual (live or asynchronous) platforms. This provided these employees with the opportunity to hear the same message as our teachers and develop skills that help to support the classrooms.

Our individual site PD days will all focus on Equity, Excellence, Diversity, and Inclusion in IUSD. We will spend time evaluating how we are currently supporting students and on the work that needs to be done to ensure we are meeting the needs of our students.

September 21
October 26
November 16
March 15
April 19
May 17

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	9