

# Eastwood

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

School Name	Eastwood
Street	99 Meander
City, State, Zip	Irvine, CA 92620
Phone Number	949-936-8100
Principal	Jackie Guy
Email Address	<a href="mailto:jacquelineguy@iusd.org">jacquelineguy@iusd.org</a>
School Website	<a href="https://eastwood.iusd.org/">https://eastwood.iusd.org/</a>
Grade Span	K-6
County-District-School (CDS) Code	30-73650-0135137

## 2024-25 District Contact Information

District Name	Irvine Unified School District
Phone Number	949-936-5000
Superintendent	Terry Walker
Email Address	<a href="mailto:terrywalker@iusd.org">terrywalker@iusd.org</a>
District Website	<a href="http://www.iusd.org">www.iusd.org</a>

## 2024-25 School Description and Mission Statement

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.

## 2024-25 School Description and Mission Statement

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.

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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	86
Grade 2	89
Grade 3	112
Grade 4	101
Grade 5	74
Grade 6	89
<b>Total Enrollment</b>	<b>664</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.1
Male	55.9
American Indian or Alaska Native	0.5
Asian	6.1
Black or African American	0.8
Filipino	2.4
Hispanic or Latino	8.6
Two or More Races	9.2
White	17.6
English Learners	22.3
Socioeconomically Disadvantaged	16
Students with Disabilities	11.6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.90	100.00	1230.00	89.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.06	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	50.00	3.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	39.10	2.85	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	51.70	3.77	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.50	95.56	1300.20	90.20	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	0.24	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.44	42.50	2.95	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.40	0.79	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	83.80	5.82	15831.90	5.67
<b>Total Teaching Positions</b>	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.90	95.83	1264.80	91.33	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.14	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.17	13.00	0.94	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	18.80	1.36	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	86.20	6.22	14303.80	5.15
<b>Total Teaching Positions</b>	23.90	100.00	1384.90	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.3	3.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%

<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A
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Note: Cells with N/A values do not require data.

## 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 seventh 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.

<b>Year and month of the most recent FIT report</b>	10/31/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			RM 15: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			RM 11: 9. DRINKING FOUNTAIN PUSH BUTTON IS MISSING RM 8: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	71	68	75	73	46	47
<b>Mathematics</b> (grades 3-8 and 11)	69	70	69	69	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	392	354	90.31	9.69	68.08
<b>Female</b>	178	158	88.76	11.24	74.05
<b>Male</b>	214	196	91.59	8.41	63.27
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	254	224	88.19	11.81	71.88
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	81.82
<b>Hispanic or Latino</b>	29	27	93.10	6.90	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	33	31	93.94	6.06	61.29
<b>White</b>	63	59	93.65	6.35	69.49
<b>English Learners</b>	89	55	61.80	38.20	21.82
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	66	63	95.45	4.55	53.97
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	29	96.67	3.33	27.59

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	392	384	97.96	2.04	69.53
<b>Female</b>	178	174	97.75	2.25	66.67
<b>Male</b>	214	210	98.13	1.87	71.90
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	254	250	98.43	1.57	77.60
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	72.73
<b>Hispanic or Latino</b>	29	28	96.55	3.45	28.57
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	33	31	93.94	6.06	64.52
<b>White</b>	63	62	98.41	1.59	58.06
<b>English Learners</b>	89	85	95.51	4.49	44.71
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	66	66	100.00	0.00	50.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	29	96.67	3.33	27.59

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	50.62	54.43	64.04	61.99	30.29	30.73

## 2023-24 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	80	79	98.75	1.25	54.43
Female	39	38	97.44	2.56	68.42
Male	41	41	100.00	0.00	41.46
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	53.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	56.25
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	27.27
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.

## 2023-24 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 requires only participation results 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	82.50%	98.75%	97.50%	98.75%	97.50%

## 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.

#### 2024-25 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](mailto: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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	756	720	71	9.9
Female	340	321	26	8.1
Male	416	399	45	11.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	476	453	27	6.0
Black or African American	--	--	--	--
Filipino	16	16	2	12.5
Hispanic or Latino	61	59	15	25.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	61	12	19.7
White	128	123	13	10.6
English Learners	190	183	19	10.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	133	127	17	13.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	83	17	20.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.32	0.73	1.06	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.04	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.00
Female	0.00	0.00
Male	1.92	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	1.05	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.78	0.00
English Learners	1.58	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Each year Eastwood reviews our school safety plan (SPSA) 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. Our School Site Council approved the SPSA on October 24th and it was signed by our School Resource Officer on October 30th, 2024.

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.



## 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	

## 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	19	2	3	
1	25	1	2	
2	30		3	
3	25	1	3	
4	24	1	2	
5	29		3	
6	31		3	
Other	17	2	2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	1	2	
1	22	1	3	
2	29		3	
3	27		4	
4	33		1	
5	25	1	2	
6	28	1	1	
Other	15	2	1	

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$6,268	\$200	\$6,068	\$96,414
District	N/A	N/A	6,746	\$97,544
Percent Difference - School Site and District	N/A	N/A	-10.6	-1.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-55.9	1.9

## Fiscal Year 2023-24 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 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), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

## Fiscal Year 2023-24 Types of Services Funded

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$56,160	\$56,573
<b>Mid-Range Teacher Salary</b>	\$100,301	\$87,186
<b>Highest Teacher Salary</b>	\$129,651	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$165,053	\$148,486
<b>Average Principal Salary (Middle)</b>	\$171,613	\$154,835
<b>Average Principal Salary (High)</b>	\$196,955	\$170,008
<b>Superintendent Salary</b>	\$376,853	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

IUSD has 3 District-wide PD days that all teachers participate in as well as our own Professional Development at Eastwood Elementary.

One August 14, 2024, our staff met for a six hour PD to review PBIS across our school site. We created expectations in all areas of the school (hallways, bathrooms, office, playground, lunch tables, etc.). We also have three more after school days that we will be meeting for 2 hours. Those dates are November 13, December 11, and February 12th.

The August 16th professional learning day focused on vision for assessment and grading in IUSD. Teachers will recognize where they are in the assessment and grading process along with create an action plan to implement in the classroom.

Our October 14 day focused on training all Eastwood staff in CPR and first aid. We also focused on how to implement the disaster drill. Teams worked together to identify what to do in a disaster.

Our next professional learning day for the district is in March.

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.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	9	4