

Eastwood

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	eastwood.iusd.org
County-District-School (CDS) Code	30-73650-0135137

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

School Description and Mission Statement (School Year 2019-20)

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 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
- Guidance to help students participate in activities that they are passionate about while being challenged thus creating more of a desire to learn.
- Identification of real world, phenomenon-based events that will help them understand the world.

Just because it’s been done, doesn’t mean it’s the best way to do it.

- Why do we do it?
- Because we love kids
- Because it’s what we believe is best for kids.
- And...it’s what the research says we should be doing for our children.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	115
Grade 1	114
Grade 2	108
Grade 3	73
Grade 4	82
Grade 5	60
Grade 6	82
Total Enrollment	634

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	60.9
Filipino	2.5
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.5
White	18
Two or More Races	8.4
Socioeconomically Disadvantaged	12.8
English Learners	33.1
Students with Disabilities	5.4
Foster Youth	0.2
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20.10	25.60	27	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1.33	1.60	2.00	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

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.

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, 2019. 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, 2019. 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, 2019. 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, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 third 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 problems is addressed quickly.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/18/2019

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	67	77	78	50	50
Mathematics (grades 3-8 and 11)	71	70	74	74	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	294	276	93.88	6.12	67.03
Male	150	139	92.67	7.33	61.87
Female	144	137	95.14	4.86	72.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	188	170	90.43	9.57	69.41
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00	0.00	59.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	19	19	100.00	0.00	63.16
Socioeconomically Disadvantaged	43	42	97.67	2.33	54.76
English Learners	124	107	86.29	13.71	52.34
Students with Disabilities	16	16	100.00	0.00	37.50
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	294	292	99.32	0.68	70.21
Male	150	150	100.00	0.00	75.33
Female	144	142	98.61	1.39	64.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	188	186	98.94	1.06	78.49
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00	0.00	51.92
Two or More Races	19	19	100.00	0.00	63.16
Socioeconomically Disadvantaged	43	43	100.00	0.00	37.21
English Learners	124	122	98.39	1.61	64.75
Students with Disabilities	16	16	100.00	0.00	37.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.4	29.1	38.2

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 parent nights 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 should contact the principal.

We also have added a 40% English Language Community Liaison. This position is funded in coordination with our District Language Development Department and is intended to provide EL parent with information that helps them navigate anything related to Eastwood. This includes academic programs and policies and ways to get involved.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions		0.0	0.0	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions		0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 upon request.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					26		4		29		4	
1					26		3		29		4	
2					25		2		31		3	
3					27		2		30		3	
4					31		1		32		1	1
5					29		2		22	1	2	
6					21	1	2		24	1	3	
Other**					8	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	\$5,566	\$81,988.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$320,910	\$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

2019-20

There were three 6-hour District Wide Professional Learning Days and twelve hours of site-based professional learning days

District Wide (three 6 hour days)

- August 19, 2019 Assessment that empowers teachers and students. Irvine Professional Learning (iPL) dashboard
- October 14, 2019 Building Fluency and Number Sense through context, representations, and discourse. (Invite Valerie Henry)
- February 3, 2020 Enhancing instruction/leadership and building PLC team efficacy

Site Based (one 6-hour waiver day and three - 2 hour after school meetings)

- August 16, 2019 Waiver Day - Daily 5, Student Shadowing, and Framing the Culture of Eastwood
- September 25, 2019 MTSS and how Daily 5 can address the needs of ALL kids
- February 19, 2020 ELA - Reviewing best practices to teach reading and building our understanding of tier II interventions.
- April 22, 2020 Math - Ensuring Math Targets are addressing individual student needs - How are we measuring student progress towards these targets?

2018-19

There were three 6-hour District Wide Professional Learning Days and twelve hours of site-based professional learning days

District Wide (three 6 hour days)

- August 20, 2018 Developing PLCs through a math lense
- October 8, 2018 Using Apple products to support student learning, Kate Kinsella EL Strategies, Daily 5, and strategies to use the innovation lab
- February 11, 2019 . Enhancing instruction/leadership and building PLC team efficacy

Site Based (one 6-hour waiver day and three - 2 hour after school meetings)

- August 16, 2018 . Tying NGSS to ELA
- October 24, 2018 . ELA Daily 5
- February 20, 2019 . Math - Using coding and the Design Thinking Process with Students to improve mathematical skills.
- March 27, 2019 . ELA - Daily 5 Cafe

2017-18

There were three 6-hour District Wide Professional Learning Days and twelve hours of site-based professional learning days

District Wide (three 6 hour days)

August 21, 2017 K-8 ELA adoption

October 9, 2017 Daily 5, Promethean Boards, Robots in the Classroom, Developing our Innovation Lab

February 12, 2018 Enhancing instruction/leadership and building PLC team efficacy

Site Based (six 2-hour days)

September 20, 2017 MTSS development

November 15, 2017 Utilizing Blended Learning Programs (Lexia, ST Math, Khan Academy)

January 24, 2018 . Daily 5, Daily 3, Thinking Maps

March 21, 2018 Technology in the Innovation Lab and in the classroom

April 18, 2018 . Review of ELA Adoption and Development of Common Assessments via PLCs

May 16, 2018 . Review of Math Adoption and Development of Common Assessments via PLCs