

# Eastshore Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Eastshore Elementary School
<b>Street</b>	155 Eastshore
<b>City, State, Zip</b>	Irvine, CA 92604
<b>Phone Number</b>	(949) 936-5705
<b>Principal</b>	Lisa Kadam
<b>E-mail Address</b>	lisakadam@iusd.org
<b>Web Site</b>	www.iusd.org/ea
<b>CDS Code</b>	30-73650-6100317

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### **School Description and Mission Statement (School Year 2017-18)**

As a committed learning community, we ensure growth and learning in all students. This is the mission statement of the staff at Eastshore Elementary School.

Upon review of Eastshore School's Accountability Report Card evidence of a school built upon this premise is evident. The commitment to each student is apparent in the dedication of our teaching staff to ongoing professional growth opportunities designed to enhance their instructional skills and assessment techniques to assure that students are provided an exemplary educational program. The staff at Eastshore works collaboratively as a professional learning community. Time is provided during the instructional day on a regular basis for teachers to analyze student work, develop common formative and summative assessments and design improved instructional practices and interventions to ensure academic growth in each student. Exposure to current research generates dialogue resulting in analysis of the quality of instruction and curriculum planning. Our support staff provides enrichment in music, art, and science with additional staff providing reinforcement of essential skills. Assessment is ongoing in all grades with published results of SBAC testing, CELDT testing, and Physical Fitness testing as other indicators of the quality instructional program provided every student at Eastshore Elementary School.

We are committed to the ongoing academic, social, and emotional well-being of every student. Our programs include the Alternative Program for Academically Accelerated Students (APAAS) classes, GATE clusters in general education classrooms, Specialized Academic Instructional support, Speech and Language support, ELD instructional support for our English Language Learners, the Early Intervention Reading Model for emerging readers, Response to Instruction at every grade level and general education classes. In every academic setting we provide a learning environment emphasizing individual initiative and creativity as well as group cooperation and communication skills. We have a school wide focus and motto of RIR; focusing on the values of respect, integrity and responsibility to instill good citizenship and pride in all students and staff. Our staff carefully monitors each student and celebrates his/her successes and uniqueness during weekly classroom recognition sessions and at our monthly Dolphin Salute.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	75
<b>Grade 1</b>	61
<b>Grade 2</b>	61
<b>Grade 3</b>	79
<b>Grade 4</b>	124
<b>Grade 5</b>	120
<b>Grade 6</b>	101
<b>Total Enrollment</b>	621

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0
Asian	37.2
Filipino	2.1
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0
White	34
Two or More Races	12.1
Socioeconomically Disadvantaged	12.7
English Learners	19
Students with Disabilities	8.7
Foster Youth	0

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23.65	24.60	26.34	1495.50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	67.90

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 August, 2017. 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 August, 2017. 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 August, 2017. 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 August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. 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%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Eastshore Elementary School was built in 1979. Since that time, eight portable classrooms have been added to the site. The facilities reflect the pride that this community has in this school. All classrooms are connected to the District Wide Area Network through T-1 lines. There are 90 networked computers in the school. We also have 150 chromebooks on six carts and 90 iPads on carts, all of which are connected to the local area network. The media center has a comprehensive library along with one computer lab and two innovative spaces. Two entire upper grade classrooms can visit the media center for instruction, research, and work on class assignments and projects. Our custodial staff is committed to the clean appearance of the school and is supported by the district's Maintenance and Operations Department. Classroom furniture is replaced as needed. Classroom audio visual equipment is consistently upgraded to reflect changing technology which includes LCD projectors and screens in every classroom, document cameras in each classroom and access to a variety of websites for support in classroom instruction.

During the summer of 2018, 5 temporary relocatables will be dropped on our field to house classes that will be displaced due to planned improvements. Measure E improvements will begin the summer of 2018 and conclude in the fall of 2019 resulting in a new Kindergarten and First Grade wing as well as the establishment of a Design Lab.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<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 Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	80	73	78	77	48	48
Mathematics (grades 3-8 and 11)	75	75	75	74	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	428	423	98.83	73.29
Male	204	201	98.53	65.67
Female	224	222	99.11	80.18
Black or African American	11	11	100	27.27
Asian	172	172	100	83.14
Filipino	--	--	--	--
Hispanic or Latino	48	48	100	50
White	144	140	97.22	73.57
Two or More Races	47	46	97.87	71.74
Socioeconomically Disadvantaged	51	51	100	39.22
English Learners	101	99	98.02	63.64
Students with Disabilities	37	37	100	40.54
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	422	98.83	74.88
Male	203	200	98.52	73
Female	224	222	99.11	76.58
Black or African American	11	11	100	36.36
Asian	172	171	99.42	92.4
Filipino	--	--	--	--
Hispanic or Latino	48	48	100	47.92
White	143	140	97.9	70
Two or More Races	47	46	97.87	65.22
Socioeconomically Disadvantaged	51	51	100	35.29
English Learners	101	99	98.02	72.73
Students with Disabilities	37	37	100	40.54
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	96	90	88	87	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1	26.7	52.6

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3	0.0	0.9	1.4	1.2	1.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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

In addition, monthly fire/evacuation drills, a full simulation earthquake drill, and two shelter in place drills are scheduled and implemented throughout the school year to assess our level of preparedness. We purchase and replenish our emergency supplies annually with the help of the PTA to ensure that all students and adults on campus will be cared for in case of any disaster. These emergency supplies (food, water, blankets, first aide, and all other emergency equipment) are kept in our emergency storage shed for immediate access if needed.

Staff has also participated in CPR and First Aid Training provided through the district. We have updated our plan accordingly and continue to do so after each drill to ensure a fine tuned response system.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	53.8

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		25		3		25		3	
1	28		3		26		2		31		2	
2	30		3		29		3		31		2	
3	29		3		30		3		26		3	
4	33			3	29		3	1	31		3	1
5	33			3	33		1	2	30		3	1
6	32		2	1	35			3	34			3

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.25	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	1.0	N/A
Other		N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,194	\$271	\$4,923	\$84,453
District	N/A	N/A	\$5,279	\$79,635
Percent Difference: School Site and District	N/A	N/A	-6.7	6.1
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-25.1	6.6

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 supplemental funding to support the following programs:

District level: 1) additional course sections for EL students at the secondary level, 2) release periods for EL Coordinators to facilitate program placement and progress monitoring of students, 3) instructional paraprofessionals in the classroom, and 4) professional learning, coaching opportunities, and collaboration time for integrated program development districtwide.

Site level: 1) instructional paraprofessionals in the classroom and staff for intervention and wellness programs, 2) teacher release for professional learning, instructional rounds, and PLC work, 3) supplemental instructional and intervention materials, and 4) the development of flexible learning environments that meet the unique needs of a very diverse student population.

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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$45,869	\$47,808
<b>Mid-Range Teacher Salary</b>	\$81,921	\$73,555
<b>Highest Teacher Salary</b>	\$105,894	\$95,850
<b>Average Principal Salary (Elementary)</b>	\$123,093	\$120,448
<b>Average Principal Salary (Middle)</b>	\$128,842	\$125,592
<b>Average Principal Salary (High)</b>	\$145,097	\$138,175
<b>Superintendent Salary</b>	\$286,537	\$264,457
<b>Percent of Budget for Teacher Salaries</b>	36%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

**Professional Development (Most Recent Three Years)**

Eastshore staff participates in eighteen hours of mandated staff development each year. During the 2015-2016 school year staff development was focused on the Common Core State Standards in Math and ELA. Additional training was conducted in PBIS, technology and Intervention Strategies. Teachers also participated the Irvine Math Project/K-6 Math Adoption training. The focus for the 2016-2017 school year was Professional Learning Communities training and implementation in conjunction with The Learning Cycle. At the site level, we have adopted Write from the Beginning-Thinking Maps training for the 2016-2017 and 2017-2018 school years. These topics have been determined by both district level administration and site level needs. Our district adopted the practice of Professional Learning Communities ten years ago and through survey data determined that PLCs have been conducted with a lack of fidelity and commitment. The district wide effort has great implications at our site where PLC practice has been in place for 10 years. The additional training and re-defining of expectations has supported our staff in collectively working toward effective planning time using data to inform instruction. The WFTB training was requested by staff because there is no official writing program in place at the district level. Our staff has been using Thinking Maps for several years and felt that this extension in the area of writing would be most beneficial for our students. We collaborated with a number of other IUSD schools to hire Thinking Maps trainers in August, September and October and again in August of 2017. Additional staff development during the 2017-2018 school year includes work with the newly adopted language arts materials, safety training related to sheltering in place, behavior support intervention and suicide prevention.