

Eastwood Elementary School

15730 Pescados Drive • La Mirada, CA 90638 • (714) 521-6480 • Grades K-5

Yvette Cantu, Principal

ycantu@nlmusd.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Norwalk-La Mirada Unified School District

12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

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**Assistant Superintendent, Human
Resources**

School Description

California Distinguished Elementary School and Three Time Winner of California Business for Education Excellence Award. The California School Recognition Program identifies and honors the State's most exemplary and inspiring public schools with the California Distinguished School Award. The award is highly sought after by schools in all areas of the State. We are very proud of this award, which recognizes our efforts to close the academic achievement gap and our strong commitment to two complementary signature practices: balanced approach to reading instruction and systematic English Language Development program. These two practices are designed to increase listening, speaking, reading, and writing skills through high level questioning and active student engagement. Standard based instruction is organized to include whole group modeling, small group guided practice, and individualized conferring. All students have daily access to technology and other high interest instructional level materials and resources and are given several project-based experiences throughout the instructional year.

With the support of our PTA, Eastwood students have many opportunities to express themselves creatively as they are exposed to the visual and performing arts standards. All students participate in the Meet the Masters visual arts program, and they take field trips to the Cerritos Performing Arts Center and the La Mirada Civic Theater. For the last four years, our second grade classes have been honored by the Cerritos Performing Arts Center for their participation in their school projects. In addition to our visual arts programs, we have added instrumental music instruction to our K-5 visual and performing arts curriculum, which includes a drum room filled with a variety of drums and percussion instruments. Our fifth grade students experience our long tradition of African drums and dance unit of study along with four days of science camp. We have a well-organized, hands-on science curriculum that is enriched by assemblies, field trips, in-school gardening, and family science night. All parents are highly encouraged to attend all four of our Common Core Parent Education Nights. We are proud of our "We Care Wednesday" program. Each month students, staff, and families support a local, national, or global charity through donations of change or items. Donations include can goods, toys, and friendly notes for Meals on Wheels.

We are fully implementing Common Core State Standards in math, reading, and writing. You will see technology, math walls, classroom libraries, whole group, small group, and one-to-one instruction in every classroom. You will notice our students' thinking captured on charts. You will hear students in deep conversations as they make meaning of stories and text of varying genres. We are strengthening our writing program for all grades by increasing daily writing opportunities, and teaching to a school wide curriculum. We spotlight our young authors throughout the year by having monthly classroom writing celebrations. Students are routinely engaged in problem solving activities and are encouraged to explain their thinking using pictures, diagrams, number sentences, and in writing.

About the SARC

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 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 at (714) 521-6480 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	70
Grade 1	75
Grade 2	85
Grade 3	82
Grade 4	79
Grade 5	83
Total Enrollment	474

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
Asian	26.2
Filipino	7.4
Hispanic or Latino	39.5
Native Hawaiian or Pacific Islander	0.6
White	18.4
Two or More Races	5.5
Socioeconomically Disadvantaged	34.2
English Learners	13.3
Students with Disabilities	8
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Eastwood Elementary School	13-14	14-15	15-16
With Full Credential	19	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Eastwood Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating 97%

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/29/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100%
Interior: Interior Surfaces	X			94.60%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			100%
Electrical: Electrical	X			100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	61	43	44
Math	51	25	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	73	69	68	55	54	52	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.30	36.10	38.60

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	52
All Student at the School	68
Male	69
Female	68
Asian	83
Filipino	--
Hispanic or Latino	52
Native Hawaiian or Pacific	--
White	68
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	63
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	80	80	100.0	21	23	30	26
	4	81	79	97.5	24	23	18	35
	5	85	83	97.6	13	13	40	34
Male	3		42	52.5	12	26	33	29
	4		36	44.4	28	19	25	28
	5		42	49.4	19	17	48	17
Female	3		38	47.5	32	18	26	24
	4		43	53.1	21	26	12	42
	5		41	48.2	7	10	32	51
Black or African American	3		1	1.3	--	--	--	--
	4		2	2.5	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		25	31.3	8	24	32	36
	4		16	19.8	13	13	19	56
	5		18	21.2	11	6	33	50
Filipino	3		5	6.3	--	--	--	--
	4		3	3.7	--	--	--	--
	5		8	9.4	--	--	--	--
Hispanic or Latino	3		33	41.3	39	21	24	15
	4		36	44.4	39	22	14	25
	5		34	40.0	18	21	32	29
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.2	--	--	--	--
White	3		10	12.5	--	--	--	--
	4		19	23.5	11	37	21	32
	5		19	22.4	16	11	47	26
Two or More Races	3		5	6.3	--	--	--	--
	4		2	2.5	--	--	--	--
	5		3	3.5	--	--	--	--
Socioeconomically Disadvantaged	3		27	33.8	26	15	52	7
	4		25	30.9	44	20	16	20
	5		22	25.9	14	18	27	41
English Learners	3		8	10.0	--	--	--	--
	4		7	8.6	--	--	--	--
	5		7	8.2	--	--	--	--
Students with Disabilities	3		7	8.8	--	--	--	--
	4		7	8.6	--	--	--	--
	5		10	11.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	80	80	100.0	25	19	38	19
	4	81	79	97.5	19	35	35	10
	5	85	83	97.6	19	29	30	22
Male	3		42	52.5	14	14	45	26
	4		36	44.4	19	33	42	6
	5		42	49.4	19	33	31	17
Female	3		38	47.5	37	24	29	11
	4		43	53.1	19	37	30	14
	5		41	48.2	20	24	29	27
Black or African American	3		1	1.3	--	--	--	--
	4		2	2.5	--	--	--	--
Asian	3		25	31.3	4	20	52	24
	4		16	19.8	13	19	38	31
	5		18	21.2	11	33	22	33
Filipino	3		5	6.3	--	--	--	--
	4		3	3.7	--	--	--	--
	5		8	9.4	--	--	--	--
Hispanic or Latino	3		33	41.3	45	18	27	9
	4		36	44.4	31	47	19	3
	5		34	40.0	29	35	26	9
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.2	--	--	--	--
White	3		10	12.5	--	--	--	--
	4		19	23.5	11	32	53	5
	5		19	22.4	16	21	32	32
Two or More Races	3		5	6.3	--	--	--	--
	4		2	2.5	--	--	--	--
	5		3	3.5	--	--	--	--
Socioeconomically Disadvantaged	3		27	33.8	33	15	44	7
	4		25	30.9	32	44	12	12
	5		22	25.9	23	36	32	9
English Learners	3		8	10.0	--	--	--	--
	4		7	8.6	--	--	--	--
	5		7	8.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		7	8.8	--	--	--	--
	4		7	8.6	--	--	--	--
	5		10	11.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents are an integral part of the school decision making process and student support system. Elected parents serve on the School Site Council and English Language Advisory Committee. Both have the responsibility of identifying and prioritizing school needs and insuring that the school plan reflects the identified needs the school.

Volunteers working in the classrooms, the computer lab and library, as well as coordinating PTA and classroom events log countless number of hours. Our wonderful PTA plays a vital part in organizing parent volunteers to help with special classroom projects, field trips, and school wide events. The PTA supports the instructional program by sponsoring field trips, assemblies, art programs, after school classes, Family Science Night, Red Ribbon Week, annual spring luau, and our Read Across America celebration. Our PTA, for the 4th year, plans a very successful College Week. The goals of this weeklong event are for students to understand how significant learning is beyond high school provide parents with information on college planning, and most importantly, for each Eastwood student to feel that they are collage bound.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The school has a Positive Support Intervention Plan (PBIS) that clearly articulates student behavior expectations, character traits development, and school wide recognition program. Teachers teach to the behavior expectations of Be Safe, Be Responsible, and Be Respectful. A character trait is highlighted each month. Students are recognized for behavior, school and community spirit, and academic accomplishments in a variety of ways. Students have many opportunities to earn Golden Eagle Tickets for demonstrating positive character traits and for following the school rules. Monthly Student of the Month awards and trimester awards are given in recognition of positive behavior and meeting attendance and academic expectations.

We revise our School Safety Plan annually during the month of January. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school wide staff meeting. We practice monthly fire drills and earthquake drills monthly and lockdown drills three times a year.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	0.78	1.39	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		88.9

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	28	25	23				3	3	3			
1	26	27	25				3	3	3			
2	29	26	28				2	3	3			
3	24	27	27				3	3	3			
4	31	34	32				3		2		2	
5	29	32	33				3	2	1		1	2
Other	28						1					

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	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.

Professional Development provided for Teachers

As part of the professional evaluation process, each staff member sets professional growth goals in the fall. Goals are met through college courses, workshops and conferences, professional reading, classroom and site visitations, and collaborative work with other educators. Staff members demonstrate a sincere commitment to on going professional development. A comprehensive list of school wide professional development includes the following:

1. Teacher collaboration for the purpose of analyzing data, planning Common Core units, daily lesson planning, and planning for intervention
2. Training on the new Common Core State Standards and curriculum resources for math
3. Training on the new Common Core State Standards (CCSS) and curriculum resources for Writer's Workshop
4. Training on the new CCSS for Reading and resources
5. Training on the new CCSS for English Language Development (ELD) and resources
6. Training on the new CCSS for word study and resources
7. Training on differentiation of Instruction using technology with emphasis on ELD
8. Training on Positive Behavior Intervention Support (PBIS) and development of school implantation plan
9. Continued training and progress toward developing as a Professional Learning Community (PLC)
10. Participate in biweekly grade level articulation meetings

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8763.73	1927.07	6836.66	77,900.34
District	♦	♦	6913.40	\$76,984
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-1.1	1.2
Percent Difference: School Site/ State			27.8	8.9

* Cells with ♦ do not require data.

Types of Services Funded

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, the county, and the state. 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.