Eastwood Elementary School

15730 Pescados Drive • La Mirada, CA 90638 • (714) 521-6480 • Grades K-5
Darryll Ramsey, Principal
dramsey@nlmusd.k12.ca.us

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Norwalk-La Mirada Unified School District
12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

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Jude Cazares Board Vice President

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Dr. Hasmik Danielian
Superintendent

Dr. Patricio Vargas
Assistant Superintendent - Educational Services

Estuardo Santillan
Assistant Superintendent, Business Services

John Lopez
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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	84
Grade 1	69
Grade 2	78
Grade 3	73
Grade 4	72
Grade 5	95
Total Enrollment	471

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.0
Asian	32.9
Filipino	6.4
Hispanic or Latino	39.1
Native Hawaiian or Pacific Islander	0.2
White	15.1
Socioeconomically Disadvantaged	40.8
English Learners	17.8
Students with Disabilities	9.8
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Eastwood Elementary School	16-17	17-18	18-19
With Full Credential	19	19	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	898
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Eastwood Elementary School	16-17	17-18	18-19
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 2018-19)

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: 2017-18	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2017, Benchmark Advanced **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

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

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**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Good	94.60%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100%
Electrical: Electrical	Good	100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100%
Overall Rating	**Good**	

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

Subject	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	68.0	44.0	46.0	48.0	50.0
Math	49.0	58.0	30.0	32.0	37.0	38.0

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.

Subject	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.0	28.1	20.8

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	243	235	96.71	68.09
Male	124	121	97.58	64.46
Female	119	114	95.80	71.93
Black or African American	--	--	--	--
Asian	73	71	97.26	84.51
Filipino	17	17	100.00	76.47
Hispanic or Latino	99	96	96.97	58.33
White	34	32	94.12	53.13
Two or More Races	13	13	100.00	76.92
Socioeconomically Disadvantaged	117	112	95.73	53.57
English Learners	59	58	98.31	77.59
Students with Disabilities	27	25	92.59	32.00
Students Receiving Migrant Education Services	--	--	--	--
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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	242	234	96.69	57.69
Male	123	120	97.56	62.5
Female	119	114	95.8	52.63
Black or African American	--	--	--	--
Asian	73	71	97.26	83.1
Filipino	17	17	100	58.82
Hispanic or Latino	98	95	96.94	40
White	34	32	94.12	50
Two or More Races	13	13	100	76.92
Socioeconomically Disadvantaged	116	111	95.69	45.05
English Learners	59	58	98.31	75.86
Students with Disabilities	27	25	92.59	24
Students Receiving Migrant Education Services	--	--	--	--
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.

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 2018-19)
Parents are an integral part of the school decision making process and student support system. Elected parents sever 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 5th 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 college bound.

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.

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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.7	2.6	3.7
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
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 (non-teaching)	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.

	Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	30	22	22			1	3	3	3			
1	28	25	18			1	2	3	2			
2	28	24	26				2	3	3			
3	28	24	24				4	3	3			
4	33	33	22			1	1		1	1	2	1
5	33	33	34				1	1		2	2	3

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

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 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$51,923	$49,512
Mid-Range Teacher Salary	$80,506	$77,880
Highest Teacher Salary	$105,611	$96,387
Average Principal Salary (ES)	$119,859	$123,139
Average Principal Salary (MS)	$125,277	$129,919
Average Principal Salary (HS)	$145,806	$140,111
Superintendent Salary	$257,268	$238,324
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	10838.89	3004.80	8318.12	85,608.96
District	◆	◆	8985.82	85,790.09
State	◆	◆	$7,125	$79,665
Percent Difference: School Site/District			-7.7	-0.2
Percent Difference: School Site/ State			15.5	7.2

* Cells with ◆ 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

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.