



Eastside Elementary School

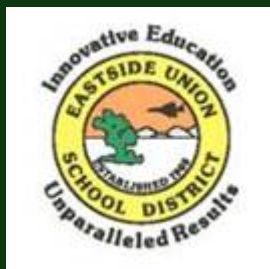
6742 East Avenue H • Lancaster, CA 93535 • (661) 946-3907 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Eastside Union Elementary School District

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Lancaster, CA 93535
(661) 952-1200
www.eastsideusd.org

District Governing Board

Mrs. Peggy Foster
Mr. Joseph "Joe" Pincetich
Ms. Doretta N. Thompson
Ms. Janette T. Crawford

District Administration

Dr. Joshua Lightle
Superintendent
Mr. David Howard
**Assistant Superintendent of
Human Resources**
Mrs. Donna Smith
**Assistant Superintendent of Ed.
Services**
Mr. Scott Lathrop
**Assistant Superintendent of
Business Services**
Margo Deal
**Director of Student
Services/Special Education**

School Description

Eastside Elementary School (EES) is a special place where students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. The school is located on the corner of East Ave. H and 70th Street in the northern part of Los Angeles County and to the west of the San Gabriel Mountains in the city of Lancaster, Ca. The school was first opened in 1910 as Roosevelt School in a homestead shack and in 1911 moved to a red brick school house. By 1950, the school had completed the first phase of its new building, which included the indoor corridors.

Eastside Elementary School is one of five schools in the Eastside Union School District. Eastside Elementary is a TK-6th grade school that serves a population of 600 students. Eastside Elementary School has an ethnic population blend of 75% Hispanic, 10% White (non Hispanic), 12% African-American (non Hispanic), and 3% other. Of our total population, 39% percent of our students are limited English speaking, and more than 92% of our population are eligible for free and reduced lunch. Our cafeteria prepares "Breakfast in the Classroom" for all our students.

Eastside Elementary provides a safe, clean environment for students, staff, parents and volunteers. Safety of students and staff is our primary concern. The school is a closed campus; all visitors must check in at the front office and wear visitor's passes while on school grounds. The school provides adult supervision to all students in and outside the classroom before, during and after school. Noon duty assistants are available during the lunch hour both in the cafeteria and out on the playground. Schedules and zone maps are used to manage the supervision of 600 students.

All students receive the District's core curriculum using State adopted textbooks that are aligned with the state framework and Common Core State Standards (CCSS). Classroom instruction is provided by appropriately credentialed teachers (twenty-seven full-time positions) and supported by three special education specialists, twenty-one classified employees, one full-time counselor, one part-time school psychologist, one part-time speech and language pathologist, one Assistant Principal and one Principal. Teachers collaborate to refine instruction, maintain unity of curriculum and rigor, share materials and ideas, and discuss data and student work.

Students are provided with a Common Core curriculum, which has been designed to help each student achieve the best results possible. Students are challenged and inspired to reach their potential through meaningful and engaging lessons and activities. Students are given the opportunity to learn through cross-curricular and hands-on activities involving garden plots, outdoor learning centers, and technology.

All students are assessed in a variety of ways. Formative and summative assessments, textbook assessments, teacher-made tests, and informal observation are all methods by which student strengths and needs are identified. Additionally, the English Language Proficiency Assessments of California (ELPAC) test is given to all second language students identified as such by the Home Language Survey.

Interventions to support student needs take many forms. Teachers provide small group and individualized instruction for targeted students. Second language learners receive extra aide support, enriched vocabulary activities, access to Spanish language library books, and teacher led, specific English Language Development (ELD) instruction, on a daily basis.

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 <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.

The Student Study Team (SST) meets as needed to provide instructional suggestions for teachers, Response to Intervention (RtI) strategies, and/or to offer behavior modification plans for students.

Our staff is participating in Elementary Advancement Via Individual Determination (AVID) training. AVID Elementary (AE) will provide professional development to our staff to assist us with CCSS, cooperative learning, and collaboration. AE will provide our students with the tools they need to be organized, focused and responsible for their own learning. The strategies and techniques we learn from AE will be shared with our school community.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	77
Grade 1	70
Grade 2	77
Grade 3	94
Grade 4	81
Grade 5	89
Grade 6	105
Total Enrollment	593

Teacher Credentials			
Eastside Elementary School	15-16	16-17	17-18
With Full Credential	27	26	22
Without Full Credential	0	1	5
Teaching Outside Subject Area of Competence	0	0	0
Eastside Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	140
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	1

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	0.5
Asian	0
Filipino	0.5
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	0
White	11.8
Two or More Races	2.4
Socioeconomically Disadvantaged	90.9
English Learners	41
Students with Disabilities	8.9
Foster Youth	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Eastside Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	0	0	1

* "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)

Every student has a set of textbooks for use in the classroom or to take home as necessary. This assures homework assignments can be done in a timely fashion. All instructional materials and textbooks utilized are aligned with state content standards and are selected from the state adoption list. A complete list of instructional materials and textbooks currently in use is available upon request.

Textbooks and Instructional Materials Year and month in which data were collected: January, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Math Expressions Common Core, Houghton-Mifflin Harcourt 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school maintains an environment that is conducive to every aspect of the learning process, from structural soundness of the facilities to discipline procedures. All buildings, including its classrooms, meet state building codes, providing sufficient space for students and staff. Maintenance schedules and policies established through the district are met and carried out on-site by custodians. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly by groundskeepers and maintenance workers.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/07/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Light bulbs missing or not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	24	20	23	23	48	48
Math	19	12	15	14	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	103	97	94.2	45.4
Male	59	57	96.6	52.6
Female	44	40	90.9	35.0
Hispanic or Latino	75	71	94.7	46.5
White	12	11	91.7	45.5
Socioeconomically Disadvantaged	95	91	95.8	42.9
English Learners	31	28	90.3	17.9
Students with Disabilities	16	14	87.5	14.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	54	45	34	31	56	54

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30	28.9	20

* 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 2016-17 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	366	351	95.9	19.94
Male	195	185	94.87	17.84
Female	171	166	97.08	22.29
Black or African American	43	43	100	6.98
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	272	261	95.96	20.31
White	31	28	90.32	39.29
Two or More Races	15	15	100	20
Socioeconomically Disadvantaged	329	316	96.05	18.99
English Learners	182	174	95.6	18.97
Students with Disabilities	45	44	97.78	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	15	15	100	0

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 2016-17 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	366	355	96.99	12.11
Male	195	188	96.41	10.64
Female	171	167	97.66	13.77
Black or African American	43	43	100	6.98
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	272	264	97.06	11.74
White	31	28	90.32	21.43
Two or More Races	15	15	100	13.33
Socioeconomically Disadvantaged	329	320	97.26	11.88
English Learners	182	178	97.8	11.24
Students with Disabilities	45	45	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	15	15	100	0

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The Eastside Union School District and Eastside Elementary School provide many opportunities for parents to receive "parent development" in order to assist their students. EPAC, ELAC, SSC and parent education occur monthly.

Other resources include:

- * AVID Family Nights
- * Back to School Night
- * Rosetta Stone classes
- * Open House
- * Parent Conferences
- * SST meetings to assess and assist student needs with faculty/parent input
- * Mental Health referral through Penny Lane
- * Harvest Festival
- * Special Education RSP & Speech
- * Kinder Trainings
- * SOAR Awards
- * Perfect Attendance Awards
- * Accelerated Reader Student Recognition
- * Ongoing parent communication
- * Assemblies focused on educational and character trait development
- * Enrichment field trips
- * Teacher notes/communication systems
- * Instructional assistants for academics in RSP/SDC

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 created and adopted a School Safety Plan for the 2017-2018 school year. Faculty began to develop and review the Safety Plan on 8/19/16 and completed a final review on 12/2/16. The School Safety Plan was approved by School Site Council on 12/7/17.

Eastside Elementary School students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal, assistant principal, and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.3	2.4	1.4
Expulsions Rate	0.3	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	7.1	6.8	6.3
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.8
Social Worker	
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	22	19		1	1	24	3	3			
1	20	18	23	21	4		7		3			
2	20	21	19	18	2	4	6	2				
3	21	19	24	6	4		18		4			
4	29	23	26				18	3	3			
5	30	27	23			1	18	3	3			
6	29	28	26			1	18	3	3			
Other		14			2							

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

Professional Development provided for Teachers

All staff development days are carefully planned and topics are aligned to support the Common Core State Standards. Planning time is provided for teachers to review student performance of common assessments that are based on Common Core State Standards. Site funds are available for staff to participate in off-site professional development and other workshops to increase student achievement by utilizing best teaching practices. As a result, the school uses general staff meetings, grade level meetings, monthly workshops, and a limited number of other days to conduct professional development and staff development. Teachers are also provided monthly professional development on the newly adopted math and ELA curriculum. All teachers will learn about time on task, alignment to the standards, breath of knowledge, leveled questions, Depth of Knowledge, and outcome based assessments. Teachers are provided sufficient time during every month to meet with their grade levels and collaborate. During this time, teachers meet

and collaborate in professional learning communities to evaluate data, make instructional decisions, generate lessons and create a plan to monitor student academic progress. Staff development opportunities are aligned to the common core standards, assessed learner performance and the professional needs of the staff. Staff and administration have developed Staff Development opportunities based on the needs and assessments described in the school site plan. Eastside Elementary staff is committed to high learner achievement and exemplary professional staff development.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,053	\$47,034
Mid-Range Teacher Salary	\$70,450	\$73,126
Highest Teacher Salary	\$95,069	\$91,838
Average Principal Salary (ES)	\$112,178	\$116,119
Average Principal Salary (MS)	\$117,069	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$159,583	\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

Eastside Elementary School offers two intervention program. The first is to support the English Learner students. These students are offered the SOAR intervention program to assist in the academic content. Students that are Basic, Below Basic or Far Below Basic or are recommended by the SST team can attend the Intervention program that uses Standards Plus both before and after school for 30 minutes.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4160.30	215.46	3944.84	74969.60
District	◆	◆	4104.88	\$75,720
State	◆	◆	\$6,574	\$74,194
Percent Difference: School Site/District			-3.9	5.9
Percent Difference: School Site/ State			-26.2	8.5

* Cells with ◆ do not require data.