Helen Estock Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Helen Estock Elementary School
Street	14741 North B Street
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7390
Principal	Amanda Heineman
Email Address	aheineman@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/estock
County-District-School (CDS) Code	30-73643-6030613

2023-24 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website	https://www.tustin.k12.ca.us/

2023-24 School Description and Mission Statement

Helen Estock Elementary is located on 12.4 acres near Old Town Tustin and was opened in 1964. Estock Elementary was named to honor an eighth-grade history teacher in Tustin Unified School District (1940-1961). In June 2016, nearby Lambert Elementary School was closed and 300 students, as well as nine teachers, became part of the Estock campus and community. Helen Estock Elementary educates approx. 450 students in kindergarten through fifth grades with the following approximate demographics: 86% are Hispanic/Latino, 47% are English Learners, and 90% are Socioeconomically Disadvantaged.

The Estock Elementary community is dedicated to mindfully and compassionately engaging, elevating, and supporting each learner. Our mission statement at Helen Estock Elementary School is to create a rich and rigorous learning environment that reaches all learners. We foster a safe and positive community where scholars take ownership of their learning, take risks, persevere, reflect, and collaborate. We, the parents, students, and staff are committed to empowering each other on our journey to success.

Strong achievement for all students is the highest priority for Tustin Unified School District, therefore the 2023-24 focus goals, based on the results of our Comprehensive Needs Assessment, is to ensure Multi-tiered systems of support are developed and implemented to address academic, behavioral, attendance, and social-emotional needs of all students as they engage in a standards-based, rigorous academic program. Estock Elementary is committed to maintaining and developing strong/strategic Tier 1 instruction and Tier 2 systems of support for continuous improvement and achievement in all academic areas, for all students with a specific lens on at-risk subgroups, including English Language Learners, Students With Disabilities, and Socioeconomically Disadvantaged. Early literacy and foundational skill development continue to be a priority at Estock, as students need immediate intervention in phonemic awareness, phonics, foundational number sense, and problem-solving.

2023-24 School Description and Mission Statement

Additionally, Estock Elementary is proud of its response to addressing the social-emotional needs of all students by implementing school-wide practices to ensure each student is seen and valued on a daily basis. The Estock counselors have been essential in the role of providing whole class lessons, social skills groups, 1:1 sessions, and small groups across all K-5 classrooms. We are excited to begin another amazing year at Estock Elementary School. Our staff strives to create an environment where each child can thrive and reach his/her full potential. Through our variety of instructional programs, our involved community, and highly trained and dedicated staff, Estock is a learning community designed to meet the needs of each individual student. We strive to create a kind, safe, and respectful school environment where students feel valued and seen each day.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	60
Grade 2	64
Grade 3	87
Grade 4	81
Grade 5	80
Total Enrollment	454

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6%
Male	50.4%
Asian	2.6%
Black or African American	4.2%
Filipino	0.9%
Hispanic or Latino	86.1%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	0.9%
White	3.7%
English Learners	46.7%
Foster Youth	1.5%
Homeless	1.1%
Socioeconomically Disadvantaged	91%
Students with Disabilities	10.8%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	100.00	757.60	88.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	31.20	3.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.00	1.28	12115.80	4.41
Unknown	0.00	0.00	56.70	6.61	18854.30	6.86
Total Teaching Positions	17.00	100.00	858.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	100.00	705.90	84.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.70	1.51	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.75	11953.10	4.28
Unknown	0.00	0.00	106.80	12.72	15831.90	5.67
Total Teaching Positions	14.00	100.00	840.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 27, 2023, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

*textbooks may be digital or hard copy depending on the textbook and adoption cycle

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heineman: Units of Study in Reading, K-5 (various) Heineman: Units of Study in Opinion, Information, and Narrative Writing, K-5 (various) McGraw Hill: Wonders K-5 (2017) Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.	Yes	0%
Mathematics	Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2015)	Yes	0%
Science	Twig Education Inc: Twig Science, K-5 (2020) This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.	Yes	0%
History-Social Science	Savvas: myWorld Interactive, K-5 (2019)	Yes	0%
Foreign Language	Not applicable		NA
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%
Visual and Performing Arts	Not applicable		N/A

Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at https://tinyurl.com/TUSD-Facility-Inspection-Tool. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority

The Helen Estock Campus is located on a 12-acre property that was opened in 1964. The campus currently houses approximately 450 students. The facility is clean and well-maintained through the service of two custodians and the district maintenance staff. The staff, students, and parents take great pride in the appearance of our 50+-year-old school. The Helen Estock school community respects our property and makes every effort to keep the facility clean at all times. On-going routine maintenance is performed as needs are identified.

Year and month of the most recent FIT report	August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	15	22	59	60	47	46
Mathematics (grades 3-8 and 11)	12	13	47	49	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	240	97.17	2.83	21.67
Female	118	112	94.92	5.08	22.32
Male	129	128	99.22	0.78	21.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	218	212	97.25	2.75	21.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	123	97.62	2.38	13.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	224	96.97	3.03	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	12.50

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	244	98.79	1.21	12.70
Female	118	116	98.31	1.69	8.62
Male	129	128	99.22	0.78	16.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	218	216	99.08	0.92	12.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	126	100.00	0.00	6.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	228	98.70	1.30	11.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.71	6.41	40.11	43.28	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	78	97.50	2.50	6.41
Female	38	36	94.74	5.26	5.56
Male	42	42	100.00	0.00	7.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	69	97.18	2.82	7.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	40	40	100.00	0.00	2.50
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	74	97.37	2.63	5.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.8%	98.8%	96.3%	96.3%	97.5%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher and/or counselor and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Parents at Estock Elementary School participate in our Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), Gifted and Talented Education (GATE) Committee, and the Superintendent's Advisory Council. Estock's staff and community team work hard to engage all

2023-24 Opportunities for Parental Involvement

families in their child's education. Annually, we invite parents to Back to School Night, Learning Celebrations, parent conferences, and more individualized meetings if their child is an underachieving student not making adequate growth. Teachers provide curriculum overviews during back-to-school night, and communication from the school, counselor, or teacher(s) continues throughout the year to inform parents of student progress and recommended supports or interventions.

Estock's main focus is to support and educate parents about the importance of education and the critical role parents play in academic success. Our Parent/Student/Teacher Compact emphasizes the partnerships between home and school and is developed, signed, and supported by the Estock school community. Parents are kept informed with bilingual school messages through SMORE and classroom newsletters and communications through ParentSquare.

Additionally, to support the whole child, the principal, school staff, and parent organizations work closely to assist families with under-achieving students when possible through Assistance League referrals, Second Harvest Mobile Food Pantry, Families Together Mobile Medical Health Unit, and/or learning around free/school-provided academic apps/programs. Estock's Community Specialist and Community Liaison work collaboratively with the principal to increase parent involvement at PTA, SSC, and ELAC meetings. This community team hosts/develop parent engagement and empowerment opportunities to connect and strengthen the parent-school relationship.

For more information on how to become involved at the school, please contact our office at (714) 730-7390.
For more information, contact the school office at 714-730-7390.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	480	475	184	38.7
Female	233	232	98	42.2
Male	247	243	86	35.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	12	12	0	0.0
Black or African American	21	21	13	61.9
Filipino	4	4	1	25.0
Hispanic or Latino	415	410	161	39.3
Native Hawaiian or Pacific Islander	7	7	4	57.1
Two or More Races	4	4	1	25.0
White	17	17	4	23.5
English Learners	229	228	92	40.4
Foster Youth	8	8	2	25.0
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	438	434	168	38.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	59	31	52.5

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.23	1.04	0.10	2.01	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.04	0
Female	0.43	0
Male	1.62	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.76	0
Filipino	0	0
Hispanic or Latino	0.96	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.44	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.14	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.39	0

2023-24 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 02/09/2023
Date Updated and Approved by SSC: 02/09/2023
Date Discussed by Staff: 08/11/2023

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

At Estock Elementary we also have a School Safety Committee that annually updates the School Safety Plan, and runs annual school safety drills for all students and staff. The committee is made up of administrators, certificated and classified staff, and may include parents or students.

Additionally, during the 2022-23 school year, all TUSD schools and district departments participated in a training called Knowledge Saves Lives, which prepares schools for Active Shooters or various safety situations that may arise.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4		
1	12	7		
2	10	7		
3	15	5		
4	16	5		
5	22	4	1	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	26		2	
2	26		3	
3	28		2	
4	32		2	
5	35			2
Other	32		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	22	1	1	0
2	21	0	3	0
3	29	0	3	0
4	27	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	26	0	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	283.75

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	7.7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,747	$5,535	$9,212	$92,962
District	N/A	N/A	8,550	$95,803
Percent Difference - School Site and District	N/A	N/A	7.5	-3.0
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	19.1	5.6

Fiscal Year 2022-23 Types of Services Funded

Estock Elementary receives funding for Title I categorical programs, unduplicated students (ELL, Foster, and Homeless Youth), and at-risk learners. These funds are allocated to our school site in addition to base funding to support all students. These program funds include LCFF-EL, ESSER, and Schoolwide Title I Program funds. The funds, which are strategically planned and monitored through the SPSA, are primarily focused on at-risk and unduplicated pupils, but the actions supported by these funds may support all students. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students.

The School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Support. The categorical funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include Lexia, Freckle, Lexia English, ST Math, and Happy Numbers.

Supplemental funding is directed toward staff development which is focused on targeting instruction and providing services on research-based best practices in core instructional areas. Funding is also used to support students at-risk for retention, supporting students who are English learners, building relationships with students and connectedness to school, and varied parent education. Personnel costs include Multi-Tiered Systems of Support (MTSS) staff to support student success, and a portion of the community liaison's salary to support connections with our parent community. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, English Language Development, Student Wellness, and School/Community Partnerships.

Please refer to our district LCAP or School Plan for Student Achievement for a more detailed list of goals and actions that the school currently funds.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,791	$55,550
Mid-Range Teacher Salary	$88,387	$80,703
Highest Teacher Salary	$117,648	$109,418
Average Principal Salary (Elementary)	$145,254	$137,703
Average Principal Salary (Middle)	$152,342	$143,760
Average Principal Salary (High)	$172,724	$159,021
Superintendent Salary	$385,818	$319,443
Percent of Budget for Teacher Salaries	34.46%	30.35%
Percent of Budget for Administrative Salaries	5.03%	4.87%

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. The comprehensive training takes place before the school year starts, providing teachers with current best practices and opportunities for collaboration around instruction/curriculum for the upcoming year with site and district colleagues. An all-district professional development day is also provided on a non-student day in the fall, focusing on any current instructional or organizational professional learning needs at the time.

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

As a school, we focus on providing ongoing professional development opportunities that are aligned to our student needs. At Estock Elementary, teachers participate in staff development designed to meet the Common Core State Standards with an emphasis on personalization and the use of classroom technology to support 21st-century teaching and learning. Teachers work in Professional Learning Communities (PLC) to analyze student data and develop strategic instructional support plans for students. In addition to professional learning, teachers continue to work on incorporating 21st-century teaching strategies into their daily instruction by utilizing resources found on the TUSD Curriculum Google sites provided by the Tustin Unified School District. Teachers access valuable resources on these sites, and through collaboration with colleagues, develop rich lessons that transform their classroom learning environments to meet individual student needs.

Each grade level utilizes District created phase and standards guides for the pacing of units of study in English language arts and Mathematics. These guides align with District assessments and allow for continuity of instruction. At the beginning of the school year, grade-level teams create a yearlong projected path for reading and writing, which outlines specific units of study and tentative dates. This projection remains flexible and fluid, in order to meet specific student needs. Data is reviewed with each common assessment to adjust/provide targeted and individualized instructional support for students and adjust curricular projections.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	12