

Eastwood Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Eastwood Elementary School
Street	13552 University Street
City, State, Zip	Westminster, CA 92683
Phone Number	(714) 894-7227
Principal	Kathryn Cox
Email Address	kcox@wsdk8.us
School Website	eastwood.wsdk8.us
Grade Span	K-6
County-District-School (CDS) Code	30667466030761

2025-26 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Dr. Gunn Marie Hansen
Email Address	Cherylsosa@wsdk8.us
District Website	wsdk8.us

2025-26 School Description and Mission Statement

“High Academic Achievement and Good Citizenship for all Eastwood Students” is the message that Eastwood staff members deliver to our well-rounded diverse student population. Our mission is for all students to reach their full potential. Through rigor and relevance in the delivery of instruction, students will master core subjects, technology, and information systems, and develop life and career skills necessary for success in the 21st-century global economy. We have continuously outpaced the county and state in standardized testing and are at the top of the district in reading and math while nurturing the needs of each student. Eastwood School embodies a culture to promote positive student outcomes.

2025-26 School Description and Mission Statement

Eastwood School is a unique place where people create and respect a warm, friendly, and enthusiastic environment. An “Open Door” policy establishes a comfortable atmosphere where children and adults work together effectively. Visitors to our campus clearly see the spirit of cooperation, pride, and dedication. The Eastwood staff recognizes the key role parents play in the success of children and seek to work closely with the home to provide a climate which enhances learning, personal growth, and achievement. At Eastwood, we recognize that our resources are people - staff, parents, students, and community partners - all committed to the success and achievement of our children. This striving for excellence in education, using all partners, is the hallmark of Eastwood. It is the rationale behind our success and continued improvement, resulting in Eastwood becoming a California Gold Ribbon School and a California Distinguished School. Eastwood has exceptional parent support and involvement. Eastwood PTA, parents, teachers, school staff, and students work together to make Eastwood one of the most active schools in Orange County. The PTA provides services, funds programs, organizes volunteers, creates business partnerships, raises funds, supports the community, and even has a club for fathers called “Dolphin Dads.”

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K-5, six K-6 elementary schools, and three middle schools. Frank N. Eastwood Elementary School opened in 1964 within a residential area in Westminster and since then has continued to provide students in grades preschool through six with a motivational learning experience. The Eastwood School community is located in the northwest corner of the city of Westminster in Orange County directly next to Bolsa Chica Park. The school facility is attractive, modern, and well-maintained; it is situated in a quiet residential neighborhood. Eastwood Elementary School operates on a traditional schedule with 540 students enrolled at the beginning of the 2024-25 school year.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	72
Grade 2	84
Grade 3	73
Grade 4	70
Grade 5	84
Grade 6	59
Total Enrollment	542

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.4
Male	57.6
American Indian or Alaska Native	0.4
Asian	25.5
Black or African American	0.6
Filipino	1.3
Hispanic or Latino	30.1
Two or More Races	11.4
White	29.9
English Learners	10.5
Homeless	3
Socioeconomically Disadvantaged	40.4
Students with Disabilities	14.8

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.

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)	23	92	378.1	89.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.4	3.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.2	11953.1	4.28
Unknown/Incomplete/NA	2	8	30.1	7.11	15831.9	5.67
Total Teaching Positions	25	100	423.4	100	279044.8	100

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.

2022-23 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)	22	88	378.6	87.29	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	0.95	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.6	3.38	11746.9	4.23
Unknown/Incomplete/NA	3	12	36.3	8.38	14303.8	5.15
Total Teaching Positions	25	100	433.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.5	88.68	357.2	88.87	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	0.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.94	12112.8	4.34
Unknown/Incomplete/NA	3	11.32	29	7.23	13705.8	4.91
Total Teaching Positions	26.5	100	401.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 16, 2025 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 16, 2025.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with integrated ELD (Program 2) / 2017 McGraw-Hill StudySync / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	0
Mathematics	McGraw-Hill (My Math) / 2016 Big Ideas Learning (Big Ideas Math) / 2016	0
Science	McGraw-Hill Inspire Science / 2020 Pearson Elevate Science / 2020	0
History-Social Science	Social Studies SAAVAS / 2022	0
Visual and Performing Arts	McMillan McGraw-Hill (Spotlight on Music California) / 2009	0

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

School Facility Conditions and Planned Improvements

Eastwood Elementary School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in September 2025.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash is emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed promptly. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

Annually, the district assesses deferred maintenance needs and creates a budget for each school site. Based on availability of funds, the district focuses on safety needs first and prioritizes other facilities repairs accordingly. Typically deferred maintenance repairs include roofing, plumbing, heating, air conditioning, electrical systems, paving and flooring.

Year and month of the most recent FIT report

9/25/2025

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		: R1-R7 Portables: Some stained ceiling tiles need replacement
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			E1-E5 Portables: A few concrete areas need grinding, trip hazards. Side field near portables needs landscaping work (dirt area left after construction)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		E1-E5 Portables: A few concrete areas need grinding, trip hazards. Side field near portables needs landscaping work (dirt area left after construction)

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	67	63	53	54	47	48
Mathematics (grades 3-8 and 11)	61	59	45	45	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	283	276	97.53	2.47	62.68
Female	109	107	98.17	1.83	63.55
Male	174	169	97.13	2.87	62.13
American Indian or Alaska Native	--	--	--	--	--
Asian	78	75	96.15	3.85	72.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	60.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	68.57
White	84	83	98.81	1.19	53.01
English Learners	23	20	86.96	13.04	5.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	55	96.49	3.51	43.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	33	91.67	8.33	27.27

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	283	278	98.23	1.77	58.99
Female	109	107	98.17	1.83	56.07
Male	174	171	98.28	1.72	60.82
American Indian or Alaska Native	--	--	--	--	--
Asian	78	76	97.44	2.56	76.32
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	79	98.75	1.25	56.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	45.71
White	84	83	98.81	1.19	50.60
English Learners	23	22	95.65	4.35	36.36
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25	1.75	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	33	91.67	8.33	21.21

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	48.48	52.44	35.46	36.89	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	82	100.00	0.00	52.44
Female	40	40	100.00	0.00	47.50
Male	42	42	100.00	0.00	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	75.00
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	27	27	100.00	0.00	51.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	35.71
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	98.75%	97.50%	98.75%	96.25%	96.25%

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.

2025-26 Opportunities for Parental Involvement

The staff at Eastwood believe that parent involvement equates to excellent student performance. The ability to have an award-winning PTA at school has allowed the partnership to flourish. With over 250 members, Eastwood PTA showcases stellar work and engagement.

The Eastwood PTA works diligently to provide continuity between students, families, and staff to improve education by supporting staff, encouraging students, and creating a sense of community.

The purpose of the PTA is to:

- Promote the welfare of children and youth in home, school, and community.
- Raise the standard of home life.
- Secure adequate laws for the care and protection of children and youth.
- Bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the education of children and youth.
- Develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

Parent Involvement Program

Eastwood has an established Parent Involvement Program that coordinates a variety of activities and events revolving around the following 6 key focuses: parenting, communicating, volunteering, decision making, learning at home, and community collaboration.

Parent involvement is an integral part of the school program.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	544	40	7.4
Female	234	232	16	6.9
Male	312	312	24	7.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	139	138	5	3.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	165	165	20	12.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	62	5	8.1
White	162	162	8	4.9
English Learners	58	57	6	10.5
Foster Youth	--	--	--	--
Homeless	15	15	3	20.0
Socioeconomically Disadvantaged	227	226	21	9.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	88	12	13.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.12	0.18	0.37	3.83	2.23	2.05	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.00	0.00
Male	0.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.72	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	0.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.14	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Eastwood Elementary School offers students, staff, and visitors a safe and secure campus. Eastwood Elementary School comprises a Transitional Kindergarten, Kindergarten area, library media center, large multipurpose room, and 29 classrooms. The school also enjoys a spacious playground with swings, a slide, play bars, and grassy fields for running, sports, and games.

Eastwood Elementary School's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, the school, and school property, and to establish a conducive learning climate. The Board of Education approved the School Site Safety Plan on November 20th 2025. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Classified employees and teachers supervise students participating in in-person instruction throughout the day.

The school is in compliance with all laws, rules, and regulations pertaining to health safety, hazardous materials, and state earthquake standards. At all times, the Westminster School District continues to follow CDC guidelines and abide by all health and safety measures and policies put forth by the State of California and Orange County.

Additionally, earthquake preparedness, fire, and shelter-in-place drills are held regularly. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises and emergency supplies are available for students and staff.

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.

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	27	1	3	1
1	29	0	2	0
2	26	0	2	0
3	25	0	3	0
4	29	0	2	0
5	21	1	2	0
6	36	0	0	2
Other	22	3	0	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	2	1	0
1	23	0	3	0
2	28	0	2	0
3	25	0	2	0
4	27	0	3	0
5	30	0	2	0
6	33	0	0	0
Other	15	3	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	2	2	
1	18	2	2	
2	21	2	2	
3	18	2	2	
4	23	1	2	
5	21	1	3	
6	20	1	2	

2024-25 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	1362.5

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$ 22,578.92	\$ 3,270.56	\$9,308.36	\$105,886.00
District	N/A	N/A	\$ 10,604.71	\$117,105
Percent Difference - School Site and District	N/A	N/A	-13.9%	-10.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-18.0	4.0

Fiscal Year 2024-25 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,741	\$61,597
Mid-Range Teacher Salary	\$98,849	\$98,902
Highest Teacher Salary	\$136,442	\$126,340
Average Principal Salary (Elementary)	\$139,908	\$158,383
Average Principal Salary (Middle)	\$139,908	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$348,400	\$288,332
Percent of Budget for Teacher Salaries	34.44%	31.29%
Percent of Budget for Administrative Salaries	4.35%	5.38%

Professional Development

Annually, there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district-level focus areas such as safety, curriculum adoptions, and instructional supports, as well as input from the staff for "voice and choice" sessions tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly professional development on Wednesdays in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and ongoing professional development throughout the year. District staff also attend conferences and outside training that are site-determined, such as behavior interventions and supports, AVID training, reading and writing conferences, technology conferences, and GATE conferences. In addition, as part of the Westminster School District Strategic Plan, professional development is provided around the PLC process.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	