

Helen Estock 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	Helen Estock Elementary School
Street	14741 North B Street
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7390
Principal	Amanda Heineman, Ed.D.
Email Address	aheineman@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/estock
Grade Span	P-5
County-District-School (CDS) Code	30-73643-6030613

2025-26 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/

2025-26 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 transitional kindergarten through fifth grades with the following approximate demographics: 76% Hispanic/Latino, 43% English Learners, and 95% 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

2025-26 School Description and Mission Statement

reaches all learners. We foster a safe and positive community where students 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 our focus goal, based on the results of our Comprehensive Needs Assessment, is to ensure Multi-tiered Systems of Support (MTSS) 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 student groups, 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.

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 TK-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 their 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	65
Grade 2	64
Grade 3	76
Grade 4	73
Grade 5	95
Grade 6	1
Total Enrollment	456

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Asian	6.8
Black or African American	3.3
Filipino	1.3
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.1
White	4.6
English Learners	46.3
Foster Youth	1.1
Homeless	7
Socioeconomically Disadvantaged	94.3
Students with Disabilities	10.1

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)	14	100	705.9	84.01	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	12.7	1.51	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.7	1.75	11953.1	4.28
Unknown/Incomplete/NA	0	0	106.8	12.72	15831.9	5.67
Total Teaching Positions	14	100	840.2	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)	18	100	735.3	87.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	0.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.9	2.39	11746.9	4.23
Unknown/Incomplete/NA	0	0	76.4	9.15	14303.8	5.15
Total Teaching Positions	18	100	836.3	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)	18	100	706.2	85.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.1	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.6	1.65	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.9	1.92	12112.8	4.34
Unknown/Incomplete/NA	0	0	90.4	10.92	13705.8	4.91
Total Teaching Positions	18	100	828.5	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

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 29, 2025, 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 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	Benchmark: Ready to Advance (2022) Benchmark: Listos y Adelante (2022) Benchmark: Advance - My Reading and Writing -10 units (2022) Benchmark: Express ELD - My Language Buddy -2 volumes (2022) Benchmark: Adelante - Mi Lectura y Escritura - 10 units (2022) Benchmark: Advance - Texts for Close Reading -10 units (2022) Benchmark: Express - My Language Companion - 2 volume (2022) Benchmark: Adelante - Textos Para la Lectura Atenta (2022) Students have access to classroom libraries containing both literature and non-fiction text.	0%
Mathematics	Tara West: PreK Math Curriculum Units (2022)	0%

	Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2015) Houghton Mifflin Harcourt: Math Expressions Common Core K-5, Spanish Edition (2015)	
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. District created Materials: Guided Language Acquisition Design (GLAD) (TK) (2022)	0%
History-Social Science	Committee for Children: Second Step Social Emotional Curriculum (TK) (2016) Savvas: myWorld Interactive, K-5 (2019) Savvas: myWorld Interactive, K-5, Spanish Edition (2019)	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)	0%
Visual and Performing Arts	Not applicable	N/A
Science Laboratory Equipment (grades 9-12)	Not applicable	N/A

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

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 serves 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. Estock Elementary is an older site which requires on-going routine maintenance. There are many areas that will need modernization over the coming years.

Year and month of the most recent FIT report	June 2025
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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			

School Facility Conditions and Planned Improvements

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.

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)	15	21	61	62	47	48
Mathematics (grades 3-8 and 11)	14	15	52	53	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	249	234	93.98	6.02	21.37
Female	116	108	93.10	6.90	20.37
Male	133	126	94.74	5.26	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	18	14	77.78	22.22	21.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	210	199	94.76	5.24	20.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	123	108	87.80	12.20	8.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	164	94.25	5.75	16.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	3.70

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	249	243	97.59	2.41	14.81
Female	116	112	96.55	3.45	8.04
Male	133	131	98.50	1.50	20.61
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	16.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	210	204	97.14	2.86	13.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	123	118	95.93	4.07	6.78
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	174	169	97.13	2.87	11.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	14.81

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)	12.22	5.43	47.17	47.64	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	93	92	98.92	1.08	5.43
Female	41	41	100.00	0.00	4.88
Male	52	51	98.08	1.92	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	82	98.80	1.20	6.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	51	50	98.04	1.96	2.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	5.08
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	98.6%	96.8%	96.8%	96.8%	98.9%

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

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 communication tool 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. 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 weekly Estock News, classroom newsletters, and communications through ParentSquare. 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 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 school and curriculum overviews at the beginning of the school year, 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 Community Team has created a New Student Welcome program to ensure students and families joining our school throughout the year receive a personalized, warm welcome. Parents are also encouraged to join weekly Physical Education activities every Thursday and Meet the Masters art lessons throughout the year.

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, Community Liaison, and Social Worker work collaboratively with the principal to increase parent involvement at PTA, SSC, and ELAC meetings. This community team hosts/develops parent engagement and empowerment opportunities to connect and strengthen the parent-school relationship. Academic learning opportunities are held within the classroom hosted by Community Team and classroom teacher to provide parents with hands-on and applicable strategies that can support parent/student relationship and learning at home. Lastly, Estock Elementary has a strong parent group that supports the development of our annual Disney Musical.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	513	502	118	23.5
Female	250	243	63	25.9
Male	263	259	55	21.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	39	5	12.8
Black or African American	16	16	7	43.8
Filipino	--	--	--	--
Hispanic or Latino	419	410	101	24.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	23	4	17.4
English Learners	263	262	61	23.3
Foster Youth	--	--	--	--
Homeless	39	38	12	31.6
Socioeconomically Disadvantaged	482	471	116	24.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	56	13	23.2

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
1.04	2.41	2.92	2.33	1.74	1.67	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	0.01	0.02	0.04	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	2.92	0.00
Female	2.80	0.00
Male	3.04	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	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	2.28	0.00
Foster Youth	0.00	0.00
Homeless	2.56	0.00
Socioeconomically Disadvantaged	2.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.17	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

Date Last Reviewed by School Site Council (SSC): 11/14/2025

Date Updated and Approved by SSC: 11/14/2025

Date Discussed by Staff: 12/12/2025

Our School Safety Plan includes comprehensive measures designed to promote a secure and orderly learning environment. Key components of the plan include child abuse reporting procedures; routine and emergency disaster procedures; suspension, expulsion, and mandatory expulsion recommendations; procedures for notifying teachers of dangerous pupils; discrimination and harassment policies; provisions for any school-wide dress code; procedures for safe ingress and egress; standards for maintaining a safe and orderly environment; school discipline rules and dress code expectations; hate crime reporting protocols; and clearly defined school safety goals and objectives, which include an Instructional Continuity Plan. Our School Safety Plan binder is located in the main office and a copy is also on file with TUSD Student Services. Estock Staff have access to safety related documents on our Estock Elementary Google Site, Health & Safety page.

At Estock, we also maintain a School Safety Committee that annually reviews and updates the School Safety Plan and coordinates annual safety drills for all students and staff. The committee includes administrators, certificated and classified staff, and may also include parent or student representatives. During the 2023–24 school year, all TUSD schools participated in Stop the Bleed training, which prepares school sites to respond to a bleeding emergency before professional help arrives. In the 2025-26 school year, we conducted a review of Stop the Bleed procedures and completed annual health and safety trainings. Staff also received Narcan training, which teaches participants to recognize the signs of an opioid overdose and administer the reversal medication Narcan.

Additionally, in collaboration with our Student Services Department, we continuously practice emergency response procedures for fire, earthquake, lockdown, and shelter-in-place scenarios. These drills ensure that district-wide expectations for school safety are being met and safety teams are familiar with their roles and responsibilities and with the location and use of emergency supplies and equipment.

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	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

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	29	0	2	0
1	26	0	2	0
2	24	0	3	0
3	25	0	3	0
4	30	0	3	0
5	30	0	3	0
6	0	0	0	0
Other	26	0	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	25		2	
1	25		2	
2	21		3	
3	30		2	
4	29		2	
5	32		3	
Other	28		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	305

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)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.8

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	\$17,911	\$6,352	\$11,559	\$112,181
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	7.8	0.3
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	3.6	11.2

Fiscal Year 2024-25 Types of Services Funded

In addition to the base per-pupil funding, Estock Elementary School receives both one-time and ongoing supplemental funds aimed at enhancing academic achievement for all students and specific student groups. The school also benefits from Title I categorical funding, allocated based on unduplicated student counts. These funds are in addition to our base funding and help support the diverse needs of all students. Furthermore, we are extremely grateful for the generous donations provided by the Tustin Public Schools Foundation and our site’s PTA. These contributions provide valuable support throughout the year, enabling us to offer a wide range of school-wide programs and events for our students.

We also utilize community funds as part of our academic strategy, supported by our community specialist, liaison, and school social worker. Our goal is to create meaningful learning opportunities for parents—alongside their students—to learn practical strategies for supporting learning at home. These workshops and family learning events not only strengthen parents’ understanding of academic expectations but also reinforce consistent practices between home and school. This collaborative approach builds strong, positive relationships between parents, students, and teachers, fostering a supportive network that contributes to each student’s success.

Fiscal Year 2024-25 Types of Services Funded

Tier 1 instruction is our primary focus and ensures that all students receive access to grade-level content standards every day. Students are administered local assessments three times per year—and more frequently if they are at risk and being progress-monitored—to help us understand their current performance. Student Study Team (SST) meetings are also held to review a student’s strengths and areas of concern, and to develop a collaborative plan of action to support the student in reaching grade-level goals. When students need additional support to fully access grade-level learning, they may work in small groups or 1:1 with a teacher or paraeducator on targeted skills. Estock Elementary has hired five dedicated paraeducators using Title 1 funding who work across the campus to provide targeted academic support in both ELA and Math. They assist with high-frequency word interventions, decoding and comprehension support, as well as math counting and fluency practice. By working with small groups or individual students, paraeducators help reinforce skills introduced during Tier 1 instruction, provide additional practice at students’ instructional levels, and monitor progress. Their support ensures that students receive timely, personalized interventions that help bridge learning gaps and strengthen foundational skills across all grade levels.

Computer-based programs—including Freckle, Lexia English, Reflex, and ST Math—are also used to provide students with personalized practice aligned to their performance level.

Estock Elementary also offers a dedicated newcomer program designed to support students who are newly arrived in the United States and are developing foundational English language skills. The program focuses on building vocabulary, oral language, reading, and writing through targeted, scaffolded instruction. Newcomer students receive small-group or individualized support to help them access core content while adjusting to a new school environment and culture. Our staff works closely with families to ensure they feel welcomed, informed, and supported throughout the transition. This program reflects our commitment to equity and inclusion, ensuring every student has the tools and confidence needed to thrive academically and socially.

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 allocated 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. 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 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	\$62,965	\$60,863
Mid-Range Teacher Salary	\$101,573	\$93,575
Highest Teacher Salary	\$135,199	\$125,548
Average Principal Salary (Elementary)	\$167,692	\$157,645
Average Principal Salary (Middle)	\$177,563	\$165,341
Average Principal Salary (High)	\$196,379	\$182,580
Superintendent Salary	\$402,443	\$357,064
Percent of Budget for Teacher Salaries	32.36%	30.36%
Percent of Budget for Administrative Salaries	4.8%	4.88%

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

Professional Development

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. Title 1 funding has been allocated at Estock to provide teachers with release days throughout the school year to collaborate on units and lesson pacing.

At Estock Elementary, we are committed to providing ongoing, purposeful professional development that is closely aligned to the needs of our students. Our teachers engage in staff development designed to deepen their understanding of the Common Core State Standards and to ensure all students have access to rigorous, grade-level learning. Educators collaborate in Professional Learning Communities (PLCs) to examine standards, analyze student data, and design targeted instructional strategies to support diverse learners. For the 2025–26 school year, Estock has partnered with OCDE to provide intensive, research-based professional development in mathematics. Teachers meet weekly for 50 minutes with their grade-level teams to closely examine lessons, anticipate student thinking, and identify instructional moves that promote effective teaching and learning. In addition, teachers work alongside on-site coaches to co-teach lessons and engage in real-time collaboration focused on student outcomes. Our mathematics curriculum is problem-based, emphasizing both conceptual understanding and procedural fluency, and empowering students to think and reason like mathematicians.

In addition to ongoing professional learning, our teachers continually refine their instructional practice by integrating research-based strategies into daily lessons, leveraging the wealth of resources available on the TUSD Curriculum Google Sites provided by Tustin Unified School District. These sites offer valuable tools and materials that, when combined with collaborative planning among colleagues, enable teachers to design engaging, rigorous lessons that are responsive to the diverse needs of their students. Weekly, the Monday Minute newsletter provides timely reminders, highlights new learning opportunities, and offers instructional supports to further empower teachers in their practice.

Each grade level utilizes thoughtfully designed standards guides to pace units in English Language Arts and Mathematics. These guides are aligned with district assessments, promoting consistency and continuity of instruction while supporting teachers in maintaining a clear focus on grade-level standards and student growth. Teachers are expected to stay on pace with these guides to ensure that all students have full access to, and exposure to, the complete set of grade-level standards by the end of the school year.

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	12	11	11