

Helen Estock Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

| 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 J. Heineman, Ed.D. |
| E-mail Address | aheineman@tustin.k12.ca.us |
| Web Site | http://www.tustin.k12.ca.us/estock |
| CDS Code | 30-73643-6030613 |

| District Contact Information | |
|------------------------------|---|
| District Name | Tustin Unified School District |
| Phone Number | (714) 730-7301 |
| Superintendent | Gregory A. Franklin, Ed.D. |
| E-mail Address | gfranklin@tustin.k12.ca.us |
| Web Site | http://www.tustin.k12.ca.us |

School Description and Mission Statement (School Year 2018-19)

Helen Estock Elementary was named to honor an eighth grade history teacher in the district (1940-1961). The school is located on 12.4 acres near Old Town Tustin and was opened in 1964. 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 531 students in kindergarten through fifth grades, 93% whom are Hispanic/Latino, 55% English Learners, and 81% Economically Disadvantaged.

The Estock Elementary community is dedicated to mindfully and compassionately engaging, elevating, and supporting all learners. 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, commit to empower each other on our journey to success.

During the 2018-19 school year, Estock is committed to the following improvement goals:

1. Estock students will increase in ELA and Math achievement, as measured by the CAASPP assessment. A 5% increase in the number of students meeting or exceeding standards will be demonstrated.
2. 35% of Estock students will meet grade level standards in reading as measured by running records administered in May of 2019.
3. 10% of Estock Special Education students will meet grade level standards in ELA and Math as measured by the CAASPP administered in April of 2019.
4. Increase the number of parent training opportunities to include two additional STEAM-based events in addition to reading and math nights, thereby increasing the number of parents who attend.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 75 |
| Grade 1 | 80 |
| Grade 2 | 104 |
| Grade 3 | 97 |
| Grade 4 | 108 |
| Grade 5 | 109 |
| Total Enrollment | 573 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 0.0 |
| Asian | 1.2 |
| Filipino | 0.5 |
| Hispanic or Latino | 93.9 |
| Native Hawaiian or Pacific Islander | 0.9 |
| White | 2.3 |
| Socioeconomically Disadvantaged | 86.4 |
| English Learners | 57.2 |
| Students with Disabilities | 9.8 |
| Foster Youth | 0.9 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 27 | 22 | 21 | 917 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 53 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

On October 22, 2018, 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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------------|---|
| Reading/Language Arts | <p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p> | Yes | 0% |
| Mathematics | <p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p> | Yes | 0% |
| Science | <p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials</p> | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| | <p>Stemscopes is a supplemental science curriculum used for grades TK-5. 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. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p> | | |
| History-Social Science | <p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials</p> | Yes | 0% |
| Health | <p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 which was opened in 1964. The campus currently houses approximately 530 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. All areas were 100% and the overall rating was exemplary. On-going routine maintenance is performed as needs are identified.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | |
|---|---------------|---|
| Year and month of the most recent FIT report: 09/25/18 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 09/25/18 | |
|--|-----------|
| Overall Rating | Exemplary |
| | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 23.0 | 29.0 | 62.0 | 63.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 14.0 | 18.0 | 52.0 | 53.0 | 37.0 | 38.0 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 311 | 309 | 99.36 | 29.45 |
| Male | 157 | 155 | 98.73 | 24.52 |
| Female | 154 | 154 | 100.00 | 34.42 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 298 | 296 | 99.33 | 29.39 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 281 | 281 | 100.00 | 28.47 |
| English Learners | 239 | 237 | 99.16 | 27.43 |
| Students with Disabilities | 48 | 48 | 100.00 | 2.08 |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 311 | 310 | 99.68 | 18.06 |
| Male | 157 | 157 | 100 | 21.02 |
| Female | 154 | 153 | 99.35 | 15.03 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 298 | 297 | 99.66 | 18.18 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 281 | 280 | 99.64 | 17.86 |
| English Learners | 239 | 239 | 100 | 19.25 |
| Students with Disabilities | 47 | 46 | 97.87 | 2.17 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 19.1 | 29.1 | 39.1 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents 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.

Our community strives to have a strong link between the school and home by working closely with the teaching staff and supportive adults in the child's life. The Parent/Student/Teacher Compact was developed and implemented by the Estock School Community to strengthen this link. Parents are kept informed with bilingual notification messages, classroom newsletters, and school messages. One of our main focuses for the upcoming school year is to increase participation in community services, non-profit organizations and our own Parent Teacher Association. Currently, the Tustin Assistance League provides uniforms, Help Me Grow provides assessments for child development for parents of children ages 0-6, Families Forward provides backpacks, Christmas and Thanksgiving Baskets for our families, and Community Action Partnership helps families receive food stamps. These outreach efforts encourage parent involvement on our campus. Some of the many opportunities for parent involvement include: Author's Tea Celebrations, PTA involvement, English Learner Advisory Council, School Site Council, room parents, family nights, parent newsletters, classroom newsletters, parent teacher conferences in the fall and spring, the annual Welcome Back Festival, Mother/Daughter Tea, Father/Son Night, and fundraising opportunities. Translators and interpreters are used at all family events to provide an inclusive environment for families. Together our parents and staff work to provide the best possible education for our students.

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

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 2.4 | 0.6 | 0.5 | 2.5 | 2.8 | 2.7 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 12/7/18

Date Updated and Approved by SSC: 12/7/18

Date Discussed by Staff: 08/09/18

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual 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; school safety goals and objectives.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 13 | 5 | 1 | | 14 | 6 | | | 17 | 4 | 1 | |
| 1 | 25 | | 1 | | 24 | | 4 | | 23 | | 3 | |
| 2 | 25 | | 2 | | 26 | | 4 | | 26 | | 4 | |
| 3 | 27 | | 2 | | 27 | | 4 | | 32 | | 2 | 1 |
| 4 | 35 | | | 2 | 28 | | 4 | | 31 | | 3 | |
| 5 | 25 | 1 | | 2 | 32 | | 3 | 1 | 31 | | 4 | |
| Other | | | | | 10 | 1 | | | | | | |

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | .6 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | .61875 | N/A |
| Psychologist | .4 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .2 | N/A |
| Speech/Language/Hearing Specialist | .9 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 0 | N/A |

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$7,440 | \$1,096 | \$6,345 | \$86,027 |
| District | N/A | N/A | \$6,218 | \$85,850 |
| Percent Difference: School Site and District | N/A | N/A | 2.0 | 0.2 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | -11.6 | 6.3 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

As a Title I School, Helen Estock Elementary School is supported by state and federal funding for instructional materials, professional development and supportive curricular programs and activities for our students. Categorical programs that are available at our school site include Title I School-wide and LCFF-ELL Funding. The school's School Plan for Student Achievement (SPSA) identifies student need and addresses specifically how these categorical funds will support student learning and teacher's instructional strategies. Additional services include: Titans ASES, CDC (before and after school care), After School Tutoring (chosen by parents), and reading support instructors for students with extensive needs during the school day.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51,636 | \$47,903 |
| Mid-Range Teacher Salary | \$83,297 | \$74,481 |
| Highest Teacher Salary | \$110,872 | \$98,269 |
| Average Principal Salary (Elementary) | \$140,065 | \$123,495 |
| Average Principal Salary (Middle) | \$158,854 | \$129,482 |
| Average Principal Salary (High) | \$159,484 | \$142,414 |
| Superintendent Salary | \$329,796 | \$271,429 |
| Percent of Budget for Teacher Salaries | 37.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Estock staff identified our Signature Practice as Cognitively Guided Instruction for school wide emphasis and focus. Student achievement data was used to determine the needs for professional development. Teachers are offered several full days of training at the district level, including a summer institute, and have ongoing professional development at staff meetings, after school workshops, grade level collaboration, and release time with substitutes during the school days.

Teachers participate yearly in a variety of district and site offered professional development opportunities. All grade levels collaborate regularly, as teams to review assessment data, analyze student performance data and adjust curriculum and long-range lesson plans accordingly. Teachers are supported in all curricular areas by an instructional coach which includes strategies for Balanced Literacy, Cognitively Guided Instruction, McGraw Hill Wonders for ELD instruction, and training in GATE strategies for depth and complexity for all students, with a focus on differentiation. Additionally, teachers have on-going training in the many technological tools (Smartboards, document cameras, IPADs) used in the classroom.

Many different methods of professional development are offered to include: Grade level training and collaboration, instructional coaching from a site-based coach, district mentors, conference attendance, and after school workshops. Teachers are encouraged and supported with grade level collaboration meetings, grade level meetings with administrator, individual meetings with administrator, and peer assistance from colleagues.