Eastin-Arcola High School

School Accountability Report Card

Principal's Message

Eastin-Arcola High School is a new school to Madera Unified for the 2010-11 school year. Eastin-Arcola was created by combining the staff and student populations from Mountain Vista High School and Ripperdan High School. Although the combination of these two schools was done in response to a budget deficit that the district faced, we believe that the end result is a high quality alternative education high school that has a variety of programs in place to help students succeed.

The highlight of the Eastin-Arcola program is our intervention program. This program is monitored by our Intervention Specialist, Ashley Faraone, and provides extra instructional time within the school day for students that are struggling. Eastin-Arcola students are given common formative assessments every three weeks. These common formative assessments are like quizzes in that they ask students questions in order to see what students have learned or not learned in regards to specific standards. Teachers use these assessments to determine which students require more instruction. Once students have been identified, they are assigned an intervention class during the lunch hour. During this class, the teacher will work with the student to help them understand the standards the student was not able to learn. Students exit the intervention class when they retake the common formative assessment and demonstrate that they have learned the material.

This program allows students the opportunity to learn and demonstrate their learning after they have struggled. In addition to this, students are able to improve their grades and recover credits toward graduation. The intervention program is one example of our belief that failure is not an option for our students.

Parental Involvement

Eastin-Arcola encourages parents and guardians to reconnect to school along side their students. There are multiple opportunities for adults to do so at EAHS including our School Site Council, English Learner Advisory Committee, School Advisory Committee, WASC Focus on Learning groups and our Advisory Advocates program. Each enables families to become more familiar with the daily operations of the school and more importantly, an opportunity to establish relationships with staff.

For more information on how to become involved please contact John P. Denno, Principal, at (559) 674-8841 or denno_j@madera.k12.ca.us.

Professional Development

Eastin-Arcola High School staff participate in weekly collaborative professional development, planning, reviewing and revising instruction. English Language Arts and Math teachers have fully participated in Explicit Direct Instruction training and coaching, while all teachers continue to receive support in Professional Learning Communities and Positive Behavior Interventions and Supports. The school opened in the 2010-11 school year and dedicated 31 days for professional development.

School Mission Statement

"Preparing students for life by providing them with the skills and knowledge needed to access life-long learning in pursuit of post-secondary goals"

The Mission of Madera USD

The Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.

Madera Unified School District

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Gustavo Balderas
Superintendent
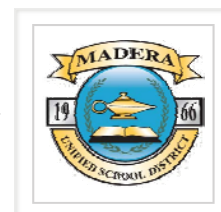
In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Eastin-Arcola High School

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.
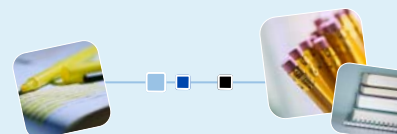
- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			08/12/2011
Date of the Most Recent Completion of the Inspection Form			08/12/2011

School Facilities

The Eastin-Arcola campus served the Madera Unified School District as a K-8 site up through the conclusion of the 2007-08 school year. The school was vacant until the summer of 2010 when preparation for the opening of Eastin-Arcola High School began. The school has four wings of permanent classrooms and three sets of portable classrooms. One set of portable classrooms is occupied by a Migrant Head Start program. Two portable classrooms are used as a conference room and workroom and the remainder of portable classrooms for instruction and a library. The campus has a large multipurpose room that is used to serve breakfast and lunch to students.

The Eastin-Arcola campus has been kept in excellent condition by the Madera Unified School District's maintenance and operation team.

Prior to Eastin-Arcola opening as a high school for the 2010-2011 school year, the school under went upgrades to facilitate technology use, retrofit of classrooms to accommodate science labs, painting of classrooms, cleaning, and other improvements to the facilitates. Prior to the start of school, classrooms had their computer capacity improved. All classrooms have computers and internet access.   A server was installed and all classrooms had interactive white boards and projectors installed. Two classrooms had extra water and power installed for science labs. All classrooms were either painted entirely or touched up. The ramps outside of the portable classrooms were repaired and painted.   Library shelves were installed. Fencing was added to separate the staff parking lot from student areas and to separate the Cal-Safe daycare program from the classrooms.

School Facilities

Continued from left

During the 2009-10 school year, Eastin-Arcola had carpet installed in the office area and the entire office was painted. The phone and bell system was also upgraded prior to the opening of the 2010-11 school year.   The school was also provided with a new marquee.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted $658,464 for the Deferred Maintenance Program. This represents 0.48% of the District's general fund budget.

MUSD Aims For...

- *... The Highest Student Achievement*
- *... A Safe and Orderly Learning Environment*
- *... Financially Sound and Effective Organization*

Types of Services Funded

- Intervention Specialist (Academic & Behavior)
- 0.46 TSA (Curriculum & Instruction Coach)
- English Language Development
- Teach One To Lead One

Textbooks and Instructional Materials

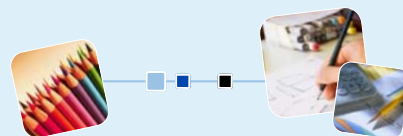| Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	*Literature and Language 3rd Course,* Holt, Rinehart, and Winston	2006
English-Language Arts	*Literature and Language 4th Course,* Holt, Rinehart, and Winston	2006
English-Language Arts	*Literature and Language 5th Course,* Holt, Rinehart, and Winston	2007
English-Language Arts	*Literature and Language 6th Course,* Holt, Rinehart, and Winston	2008
English-Language Arts	*Expository Reading & Writing Course; Semester One & Two A Text-Based Grammar for Expository Reading and Writing* Long Beach: California State University Press	2009
English-Language Arts	*The Bedford Reader,* Bedford/St. Martins	2000
English-Language Arts	*Perrine's Literature: Structure and Sense,* Harcourt Brace	2000
English-Language Arts	*Language of Composition,* VHPS	2007
English Language Development Reading	*Hampton Brown Edge: Reading, Writing, and Language for High School National Geographic, 2009*	2010
Mathematics	*Algebra Readiness: California Algebra Readiness: Concepts, Skills, & Problem Solving,* Glencoe/McGraw Hill	2008
Mathematics	*California Mathematics, 2008-Algebra I,* Holt, Rinehart and Winston	2008
Mathematics	*Geometry,* McDougal Littell	2005
Mathematics	*Algebra 2,* McDougal Littell	2001
Mathematics	*Trigonometry 8th,* Prentice Hall	2006
Mathematics	*PreCalculus with Limits, 2nd Edition,* Houghton Mifflin, 2011	2010
Mathematics	*Calculus of a Single Variable/Calculus with Analytical Geometry,* 9th Edition, Brooks/Cole Cengage Learning	2010
Mathematics	*CAHSEE Math: Conquering the CAHSEE,* Math Teachers Press, Inc.	2003
Mathematics	*Understanding Statistics, 8th Edition,* Houghton Mifflin, 2006	2006
Science	*Biology,* McDougal Littell, 2008	2007
Science	*Chemistry,* Prentice Hall, 2005	2005
Science	*Earth Science,* Prentice Hall, 2006	2011
Science	*Physical Science: Concepts in Action with Earth and Space Science,* Prentice Hall, 2006	2007
Science	*Mader's Understanding Human Anatomy & Physiology,* 6th Edition, McGraw Hill, 2008	2007
Science	*Human Anatomy & Physiology, 7th Edition,* Pearson, 2007	2007
Science	*Honors Physics, 6th Edition,* Pearson Prentice Hall, 2005	2006
Science	*Biology, 7th Edition,* Benjamin Cummings, 2005	2005

Textbooks and Instructional Materials

Madera Unified School District places a high priority on ensuring that there are sufficient textbooks and instructional materials to support each school's instructional program. Textbook selection is done by District subject area committees coordinated by the Director of Curriculum, Instruction and Assessment. All K-8 textbooks and instructional material must be selected from the most recently approved State matrices. Since the State does not provide approved lists of instructional materials for grades 9-12, the District requires that all textbooks and instructional materials being recommended for purchase be aligned with State Standards. Textbook purchases are consistent with the content cycles of the curriculum frameworks as District IMF and other funding sources permit. The Governing Board gives final approval for all core textbook and instructional materials used by students in MUSD.

It is the intent of MUSD to purchase Standards-aligned textbooks each year with new adoption cycles per core area for grades K-12. However, many textbooks at the high school level fall outside the adoption cycles. The reason for this is as follows.

- These texts are still valuable instructional resources in use by teachers and students,

- All are correlated to the academic content standards for delivery of the curriculum, and

- Some may be in areas that do not have explicit academic core content standards (such as anatomy/physiology, electives, etc.).

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.
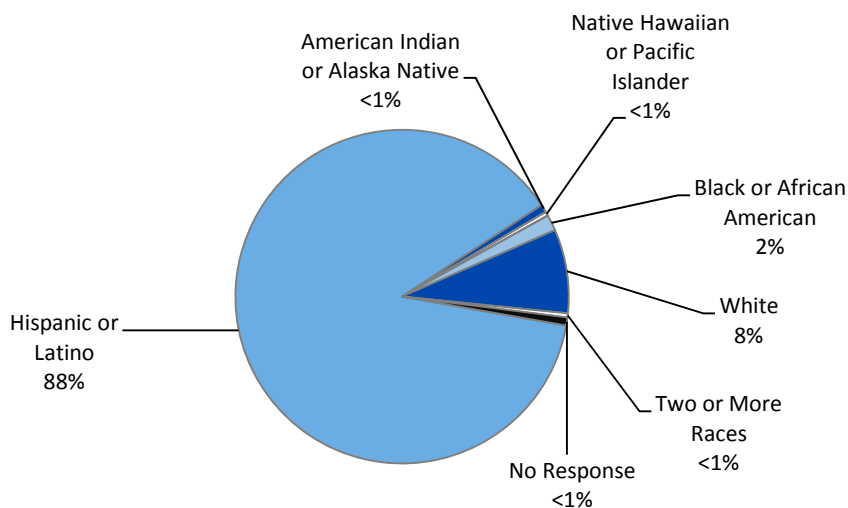
Eastin-Arcola HS	
Currency of Textbook Information	
Data Collection Date	10/2011

Textbooks and Instructional Materials - *Continued from page 3*

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
Science	*Chemistry, 8th Edition,* Brooks/Cole Cengage Learning, 2007	2002
History-Social Science	*Modern World History-Patterns of Interaction,* McDougal Littell	2007
History-Social Science	*The Americans-Reconstruction to the 21st Century,* McDougal Littell	2005
History-Social Science	*The American Pageant-AP Placement Edition,* Houghton Mifflin	2007
History-Social Science	*United States Government: Democracy in Action,* Glencoe/McGraw Hill	2008
History-Social Science	*Economics: Principles in Action,* Prentice Hall	2007
History-Social Science	*Psychology, 7th Edition,* Prentice Hall	2003
History-Social Science	*Sociology and You,* Glencoe McGraw Hill	2003
History-Social Science	*Invitation to Psychology,* Prentice Hall	2003
Foreign Language	*Expresate Level I,* Holt, Rinehart, & Winston	2005
Foreign Language	*Expresate Level II,* Holt, Rinehart, & Winston	2007
Health	*Intro to Health,* Glencoe/McGraw Hill	1999

Enrollment and Demographics

The total enrollment at the school was 258 students for the 2010-11 school year.*

- American Indian or Alaska Native <1%
- Native Hawaiian or Pacific Islander <1%
- Black or African American 2%
- White 8%
- Two or More Races <1%
- No Response <1%
- Hispanic or Latino 88%

✧ Not applicable.

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Eastin-Arcola HS	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	✧
Science Laboratory Equipment (Grades 9-12)	0%

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Eastin-Arcola HS	
Quality of Textbooks	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Student Enrollment by Group

Eastin-Arcola HS	
Socioeconomically Disadvantaged	89.1%
English Learners	64.7%
Students with Disabilities	9.7%

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Eastin-Arcola HS			**Madera USD**			**California**		
	08-09	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**
English-Language Arts	⌑	⌑	9%	39%	41%	41%	49%	52%	54%
Mathematics	⌑	⌑	7%	39%	40%	40%	46%	48%	50%
Science	⌑	⌑	17%	37%	42%	44%	50%	54%	57%
History-Social Science	⌑	⌑	13%	36%	36%	39%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
	Spring 2011 Results			
Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the District	41%	40%	44%	39%
All Students at the School	9%	7%	17%	13%
Male	9%	8%	20%	17%
Female	8%	5%	6%	7%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	9%	7%	16%	11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	9%	❖	❖	36%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	7%	6%	16%	13%
English Learners	0%	4%	3%	4%
Students with Disabilities	5%	5%	❖	15%
Students Receiving Migrant Education Services	21%	13%	❖	11%

⌑ The school opened in the 2010-11 school year. Therefore, there is no data prior to 2010-11 for the school.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit http://star.cde.ca.gov/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	**2009**	**2010**
Statewide API Rank	◈	◈	◈
Similar Schools API Rank	◈	◈	◈

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
	2011 Growth API						**Eastin-Arcola HS — Actual API Change**		
	Eastin-Arcola HS		**Madera USD**		**California**				
Group	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**08-09**	**09-10**	**10-11**
All Students	71	600	14,077	734	4,683,676	778	◈	◈	◈
Black or African American	0	■	338	672	317,856	696	◈	◈	◈
American Indian or Alaska Native	0	■	91	743	33,774	733	◈	◈	◈
Asian	0	■	164	846	398,869	898	◈	◈	◈
Filipino	0	■	33	856	123,245	859	◈	◈	◈
Hispanic or Latino	63	596	11,895	724	2,406,749	729	◈	◈	◈
Native Hawaiian or Pacific Islander	0	■	9	■	26,953	764	◈	◈	◈
White	8	■	1,431	807	1,258,831	845	◈	◈	◈
Two or More Races	0	■	40	809	76,766	836	◈	◈	◈
Socioeconomically Disadvantaged	66	594	11,709	719	2,731,843	726	◈	◈	◈
English Learners	47	570	7,430	698	1,521,844	707	◈	◈	◈
Students with Disabilities	7	■	1,553	603	521,815	595	◈	◈	◈

◈　School first opened in the 2010-11 school year. Therefore, there is no API base or growth data to report.

■　Data are reported only for numerically significant groups.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Eastin-Arcola HS		**Madera USD**	
Met Overall AYP	No		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	No		Yes	
Graduation Rate	▲		Yes	

Federal Intervention Program

Federal Intervention Program		
	Eastin-Arcola HS	**Madera USD**
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2004-2005
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		20
Percent of Schools Identified for Program Improvement		76.9%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Eastin-Arcola HS			**Madera USD**		
	08-09	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**
Suspension Rate	⌗	⌗	0.547	0.182	0.162	0.138
Expulsion Rate	⌗	⌗	0.012	0.017	0.009	0.004

School Safety

The School Safety Plan developed by a committee and presented to all stakeholders and approved by the School Site Council in May 2011. Our plan includes regular safety drills and crisis intervention plans, school supervision and discipline policies.

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

✧ Not applicable.

⌗ The school opened in the 2010-11 school year. Therefore, there is no data prior to 2010-11 for the school.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics

2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics

3. API scores

4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		
Group	**Graduating Class of 2011**	
	Eastin-Arcola HS	**Madera USD**
All Students	64.2%	84.6%
Black or African American	50.0%	81.0%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	65.6%	84.9%
Native Hawaiian or Pacific Islander	❖	❖
White	❖	82.7%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	65.3%	82.5%
English Learners	65.8%	72.7%
Students with Disabilities	❖	91.0%

Graduates and Dropouts

Graduate and Dropout Rates						
	Graduation Rate			**1-year Dropout Rate**		
	07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
Eastin-Arcola HS	⌑	⌑	⌑	⌑	⌑	⌑
Madera USD	75.46%	75.24%	80.69%	5.5%	5.1%	3.7%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

⌑ The school opened in the 2010-11 school year. Therefore, there is no data prior to 2010-11 for the school.

Advanced Placement Courses

No information is available for Eastin-Arcola High School regarding advanced placement (AP) courses offered.

School Vision Statement

"Inspiring and mentoring students to recognize, respect and realize their potential."

"Preparing students for life by providing them with the skills and knowledge needed to access life-long learning in pursuit of post-secondary goals"

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels						
	English-Language Arts			**Mathematics**		
	08-09	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**
Eastin-Arcola HS	¤	¤	30%	¤	¤	29%
Madera USD	36%	42%	52%	42%	41%	45%
California	52%	54%	59%	53%	54%	56%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level						
	English-Language Arts			**Mathematics**		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the District	48%	31%	21%	55%	35%	10%
All Students at the School	70%	26%	5%	71%	26%	3%
Male	69%	25%	6%	61%	35%	4%
Female	72%	28%	0%	100%	0%	0%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	72%	23%	5%	72%	25%	3%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	69%	26%	5%	70%	26%	3%
English Learners	88%	12%	0%	82%	18%	0%
Students with Disabilities	❖	❖	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

¤ The school opened in the 2010-11 school year. Therefore, there is no data prior to 2010-11 for the school.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (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 Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at www.calstate.edu/admission/admission.shtml. (Outside source)
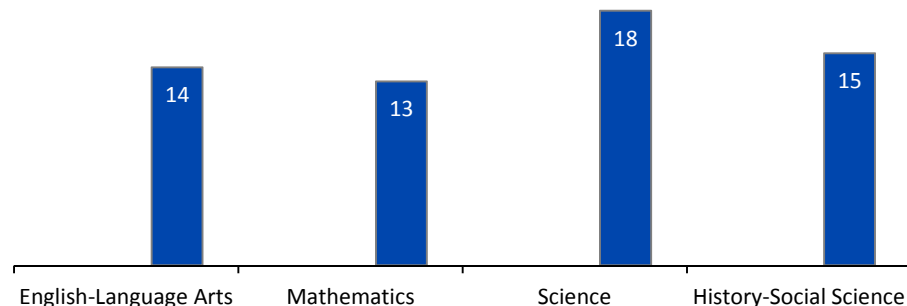
Career Technical Education Programs

There are no CTE courses readily assessable for students attending Eastin-Arcola High School.

Class Size

Legend: ■ 08-09 □ 09-10 ■ 10-11

The bar graph displays the three-year data for average class size.

- English-Language Arts: 14
- Mathematics: 13
- Science: 18
- History-Social Science: 15

Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	⌗	⌗	⌗	⌗	⌗	⌗	24	2	
Mathematics	⌗	⌗	⌗	⌗	⌗	⌗	19	2	
Science	⌗	⌗	⌗	⌗	⌗	⌗	10	2	
History-Social Science	⌗	⌗	⌗	⌗	⌗	⌗	17	3	

⌗ The school opened in the 2010-11 school year. Therefore, there is no data prior to 2010-11 for the school.

◈ Information not available.

✧ Not applicable.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit http://dq.cde.ca.gov/dataquest/.

UC/CSU Admission Data	
Eastin-Arcola HS	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	67.9%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	◈

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	✧
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	✧

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	Madera USD	**Eastin-Arcola HS**		
Teachers	**10-11**	**08-09**	**09-10**	**10-11**
With Full Credential	727	⌺	⌺	16
Without Full Credential	9	⌺	⌺	1
Teaching Outside Subject Area of Competence		⌺	⌺	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Eastin-Arcola HS		
	09-10	**10-11**	**11-12**
Teacher Misassignments of English Learners	⌺	0	0
Total Teacher Misassignments	⌺	0	0
Vacant Teacher Positions	⌺	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
Eastin-Arcola HS	97.47%	2.53%
All Schools in District	95.93%	4.07%
High-Poverty Schools in District	95.93%	4.07%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	258:1
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.4
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	**Madera USD**	**Similar Sized District**
Beginning Teacher Salary	$37,999	$41,035
Mid-Range Teacher Salary	$59,428	$65,412
Highest Teacher Salary	$73,174	$84,837
Average Principal Salary (Elementary School)	$95,951	$106,217
Average Principal Salary (Middle School)	$104,551	$111,763
Average Principal Salary (High School)	$113,427	$121,538
Superintendent Salary	$171,058	$197,275
Teacher Salaries — Percent of Budget	38%	39%
Administrative Salaries — Percent of Budget	6%	5%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Eastin-Arcola HS	¤	¤
Madera USD	$5,219	$60,399
California	$5,455	$67,667
School and District — Percent Difference	¤	¤
School and California — Percent Difference	¤	¤

¤ The school opened in the 2010-11 school year. Therefore, there is no data prior to 2010-11 for the school.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Eastin-Arcola HS	
Total Expenditures Per Pupil	¤
Expenditures Per Pupil From Restricted Sources	¤
Expenditures Per Pupil From Unrestricted Sources	¤
Annual Average Teacher Salary	¤

E.S.L.R.'s

Expected School-wide Learning Results drive the curriculum at Eastin-Arcola High School. Eastin-Arcola High School graduates will be expected to R.O.A.R.:

- RESPECT - Respect self, others, property and environment.
- ORGANIZATION - Organize time, obligations, and goal attainment through preparation and planning.
- AWARENESS - Aware of how our decisions and actions impact others and influence our ability to meet goals and expectations.
- RESPONSIBILITY - Responsibility for all obligations including our obligation to live up to our potential.

School Accountability Report Card

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