



# Eastin-Arcola High School

## 2012-2013 School Accountability Report Card

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### **Madera Unified School District**

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### **Mission and Vision Statement**

Eastin-Arcola High School's Mission Statement is "Preparing students for life by providing them with the skills and knowledge needed to access life-long learning in pursuit of post secondary goals."

Our Vision Statement is "Inspiring and mentoring students to recognize, respect and realize their potential."

### **Principal's Message**

Eastin-Arcola High School is the Madera Unified School District's lone continuation high school. The school opened during the 2010-11 school year with the combining of staff and student populations from Mountain Vista High School and Ripperdan High School. One of the highlights of Eastin-Arcola High School 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 State Standards.

Teachers use these assessments to determine which students require more instructional support. Once students have been identified, they are assigned either an intervention or enrichment class during the thirty minutes prior to lunch. During this time, teachers work with the student to help them understand the standards he/she were not able to understand. Students exit the intervention class when they retake the common formative assessment and are able to demonstrate that they have learned the material.

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

### **School Profile**

Eastin-Arcola High is one of two alternative high schools in the Madera Unified School District. During 2012-13, 25110 10th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

<b>Enrollment by Student Group</b>	
<b>2012-13</b>	
	<u>Percentage</u>
African American	3.0%
American Indian	-
Asian	0.4%
Filipino	-
Hispanic or Latino	88.5%
Pacific Islander	0.4%
White	6.4%
Two or More	-
None Reported	1.3%
English Learners	57.9%
Socioeconomically Disadvantaged	93.6%
Students with Disabilities	7.2%

Because of the nature of Eastin-Arcola's students, many are in a constant state of transition. This is a common scene throughout continuation high schools. Some students transfer back to the traditional high schools, other students transfer out of the district or out of state. Eastin-Arcola's facilities are in good condition and equitable to those found at the traditional high schools.

Teachers use the direct instructional model and strategies in their classes. Several extra-curricular activities and organizations are available to our students: Student Leadership, Biology Club, and a year long sports program.

Additionally, a full-time Resource Specialist Program (RSP) is in operation to serve the needs of our education students. Other programs and services offered to students include: an EL program, a library, and a Safe School Plan. Counseling is available to students through our academic counselor, Intervention Specialist and part-time school Psychologist. All of Eastin-Arcola's certificated staff are NCLB compliant. Each has taken on the high standards and responsibilities of being an Eastin-Arcola Continuation High School teacher.

## Discipline & Climate for Learning

Students at Eastin-Arcola High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Eastin-Arcola High discipline program is to reduce the number of suspensions and expulsions of the previous year. Parents and students are informed of school rules and discipline policies through the Parent/Student handbooks which are sent home at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Student Leadership, Biology Club, Attendance Recognition and ROAR Rallies.

The school's athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Football, Volleyball, Basketball and Softball.

School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during our ROAR Rallies.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	140	62	91	2622	1906	2125
Suspension Rate	54.3%	27.8%	38.7%	13.4%	9.6%	10.6%
Expulsions	3	15	12	74	135	96
Expulsion Rate	1.2%	6.7%	5.1%	0.4%	0.7%	0.5%

## Parent Involvement

Eastin-Arcola encourages parents and guardians to reconnect to school alongside their students. There are multiple opportunities for adults to do so at Eastin-Arcola, 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 our school at 674-8841.

## Class Size

The chart shows the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	11	12	13	11	12	13	11	12	13	11	12	13
By Subject Area												
English	14	16	-	24	18	-	2	3	-	-	-	-
Math	13	15	-	19	16	-	2	2	-	-	-	-
Science	18	20	-	10	7	-	2	4	-	-	-	-
Social Science	15	19	-	17	10	-	3	6	-	-	-	-

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

	Enrollment Trend by Grade Level		
	2010-11	2011-12	2012-13
10th	37	34	60
11th	94	91	94
12th	127	98	81

## Counseling & Support Staff (School Year 2012-13)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:125.* The chart displays a list of support services that are offered to students.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1
Academic Intervention Specialist	1	1
Assistant Principal	1	1
Attendance Clerk	1	1
EIA/LEP Instructional Assistant	1	1
Nurse	1	As Needed
Psychologist	1	As Needed
Special Education Teacher	1	1

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 8 days to staff development annually for the past three years. Topics for staff development during the 2013-14 school year included: Common Core State Standards, Explicit Direct Instruction and researched based strategies and programs to assist "At-Risk" students.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 559-674-8841.

## Dropout & Graduation Rates

Eastin-Arcola High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Credit Recovery, CAHSEE Intervention, an Intervention Specialist Counselor and an Attendance Recognition Program.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	09-10	10-11	11-12
Dropout Rate	47.4%	44.9%	30.0%
Graduation Rate	-	37.7%	57.5%

## Teacher Assignment

Madera Unified School District recruits and employs only the most qualified credentialed teachers.

Misassignments/Vacancies			
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status				
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	16	17	14	737
Without Full Credentials	1	1	0	0
Working Outside Subject	0	0	0	12

## Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: Possession of a Bachelor's Degree, Possession of an appropriate California teaching credential, Demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	97.0%	3.0%
Low-Poverty Schools in District	N/A	N/A

## Science Lab Equipment

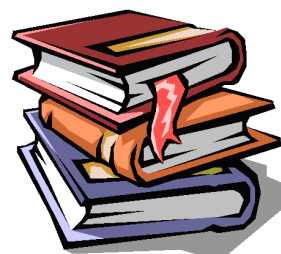
The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## UC/CSU Course Completion

Students at Eastin-Arcola High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2012-13)	74.2%
Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12)	-

\* Duplicated Count (one student can be enrolled in several courses).



## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Madera, which contain numerous computer workstations.

## Instructional Materials (School Year 2013-14)

Madera Unified held a public hearing on September 24, 2013, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August, 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Algebra II	McDougal Littell	2009	Yes	0.0%
9th-12th	Earth Science	Prentice Hall	2011	Yes	0.0%
9th-12th	Economics	Prentice Hall	2007	Yes	0.0%
9th-12th	ELD Reading	National Geographic & Hampton Brown	2010	Yes	0.0%
9th-10th	English/ Language Arts	Holt, Rinehart & Winston	2006	Yes	0.0%
11th	English/ Language Arts	Holt, Rinehart & Winston	2007	Yes	0.0%
12th	English/ Language Arts	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Geometry	McDougal Littell	2005	Yes	0.0%
9th-12th	Life Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Physical Science	Prentice Hall	2007	Yes	0.0%
9th-12th	United States Government	Glencoe/McGraw Hill	2008	Yes	0.0%
9th-12th	United States History	McDougal Littell	2005	Yes	0.0%
9th-12th	World History	McDougal Littell	2004	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/20652430123620Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/20652430123620Textbooks_1.pdf)

## Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC. The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations. CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

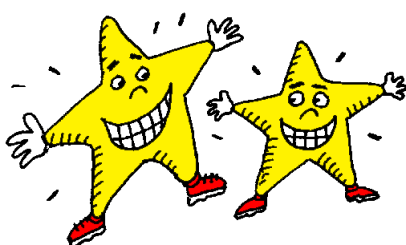
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	9	9	6	41	42	40	54	56	55
Mathematics	7	3	1	40	39	39	49	50	50
Science	17	15	12	44	42	46	57	60	59
History/Social Science	13	16	11	39	42	42	48	49	49

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	40	39	46	42
School	6	1	12	11
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	5	1	10	9
Pacific Islander	*	*	*	*
White	18	*	*	*
Males	5	1	10	15
Females	7	*	15	4
Socioeconomically Disadvantaged	6	1	13	10
English Learners	*	*	7	5
Students with Disabilities	*	*	*	*
Migrant Education	7	*	8	6
Two or More Races	*	*	*	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools' API ranks and API point changes by student group. The second table displays, by student group, the Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	-	1	1
Similar Schools	-	-	-
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	B	-1	-59
Hispanic or Latino			
Actual API Change	-	4	-57
Socioeconomically Disadvantaged			
Actual API Change	-	2	-58

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	111	522	13,947	736	4,655,989	790
Hispanic or Latino	100	523	12,090	727	2,438,951	744
Socioeconomically Disadvantaged	106	524	12,334	724	2,774,640	743
English Learners	74	501	7,109	691	1,482,316	721

## Adequate Yearly Progress (AYP) (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No	No	No	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No	No	No	No
Graduation Rate	Yes	Yes	Yes	Yes



## Physical Fitness (School Year 2012-13)

In the spring of each year, the district is required by the state to administer a physical fitness test to all fifth, seventh and ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). **Due to the small number of students tested, fitness scores are not available for this school.**

## Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2012-2013	2004-2005
Year in PI (2013-14)	Year 2	Year 3
# of Schools Currently in PI	-	24
% of Schools Identified for PI	-	96.0%

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2010-11			2011-12			2012-13		
	School	District	State	School	District	State	School	District	State
English	30	52	59	17	44	56	22	48	57
Mathematics	29	45	56	25	46	58	19	46	60

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	52	24	24	54	35	11
All Students School	78	19	3	81	19	0
Male	76	21	2	79	21	0
Female	81	16	3	79	21	0
Hispanic or Latino	80	17	3	82	18	0
English Learners	93	0	0	97	3	0
Socioeconomically Disadvantaged	80	17	3	80	20	0

## 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 <http://www.universityofcalifornia.edu/admissions/>.

### 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 <http://www.calstate.edu/admission/admission.shtml>.

## Completion of High School Graduation Requirements - Class of 2012

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays by student group the number who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "\*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	51	1,044	418,598
African American/Black	1	29	28,078
American Indian	-	4	3,123
Asian	-	14	41,700
Filipino	-	4	12,745
Hispanic or Latino	49	843	193,516
Pacific Islander	-	2	2,585
White	1	145	127,801
English Learners	40	424	93,297
Socioeconomically Disadvantaged	7	101	31,683
Students with Disabilities	51	821	217,915

## Advanced Placement Classes (School Year 2012-13)

Eastin-Arcola High encourages students to continue their education past high school. Eastin-Arcola High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. **There are no AP classes offered at this site.**

## Safe School Plan

Safety of students and staff is a primary concern of Eastin-Arcola High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on February 2012 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by certificated staff, classified staff and administration. Administration, counselors and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in at our front office before entering our campus.

## Data Sources

Data within the SARC was provided by Madera Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.





## School Facilities

Eastin-Arcola High was originally opened in 2012\_ and is comprised of 21 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, and 1 play areas.

School Facility Conditions				
Date of Last Inspection: 08/15/2013				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	Office - Fix attic access panel Fix light cover in AA's Office. Office doors have gap at top that needs weather stripping. Spray for termites. Room 1 replace ceiling tiles multiple computers to one power strip. Need more outlets. Room 3 Replace ceiling tiles. Room 4 replace ceiling tiles. Room 6 replace ceiling tiles and fix outside screen. Room 8 spray for termites. Room 9 patch walls, repair animal barrier in roof. Room 10 repair animal barrier in roof, fix outside door lock on back door, replace ceiling tiles. Rooms 11, 15, 18, 19, 20, & 21 replace ceiling tiles gix ceiling molding, repair ramps, sink drains slow. Room 14 paint in carpet, glue in carpet, paint caked on sink and the tile, cracked window. Work orders in place.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	Office-Fix attic access panel. Fix light cover in AA's officel. Office doors have gap at top that needs weather stripping. Spray for termites. Room 6 replace ceiling tilesk, fix ooutside screen. Rm. 9 Patch walls repair animal barrier in roof. Rm. 10 repair animal barrier in roof, fix outside edoor lock on back door, replace ceiling tiles. Rm. 11 replace ceiling tiles. Rm.22 replace screen on back window repair hole behind TV replace ceiling tiles, repair ramps. Cafeteria/ gym- loose sheet rock repair holes in floor molding, repair double door glass, door pins get studck repair window weather stripping replace light tubes. Work orders in place.

### *Cleaning Process*

The principal works daily with the custodial staff of 2 full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### *Maintenance and Repair*

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### *Deferred Maintenance Budget*

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems.

For the 2013-14 school year the district allocated \$66,231.00 for deferred maintenance program. This represents .43% of the district's general fund budget. During the 2013-14 school year, the district's governing board did approve deferred maintenance projects for the school, which included new carpet at Madison Elementary, Fencing project & asphalt at Dixieland, HVAC control for EMS at MLK, fencing at Sierra Vista Elementary, and reroof at Washington Elementary.

## **Teacher & Administrative Salaries (Fiscal Year 2012-13)**

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

<b>Average Salary Information</b>		
<b>Teachers - Principal - Superintendent</b>		
<b>2011-12</b>		
	District	State
Beginning Teachers	\$37,159	\$40,933
Mid-Range Teachers	\$58,115	\$65,087
Highest Teachers	\$71,557	\$84,436
Elementary School Principals	\$97,705	\$106,715
Middle School Principals	\$100,146	\$111,205
High School Principals	\$108,042	\$120,506
Superintendent	\$165,000	\$207,812
<b>Salaries as a Percentage of Total Budget</b>		
Teacher Salaries	0.4%	0.4%
Administrative Salaries	0.1%	0.1%

## **School Site Teacher Salaries (Fiscal Year 2011-12)**

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2012-13 financial statements).

<b>Average Teacher Salaries</b>	
<b>School &amp; District</b>	
School	\$53,377.96
District	\$59,591
Percentage of Variation	-10.4%
<b>School &amp; State</b>	
All Unified School Districts	\$68,841
Percentage of Variation	-22.5%

## District Expenditures (Fiscal Year 2012-13)

The expenditures per pupil data is based on 2012-13 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$10,170
From Supplemental/Restricted Sources	\$1,447
From Basic/Unrestricted Sources	\$8,723
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	57.5%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## District Revenue Sources (Fiscal Year 2012-13)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III
- EIA/SCE
- EIA/LEP

