

Eastin-Arcola High School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES 10-12

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John Stafford
Superintendent

John Denno and Aimee Anderson
Co-Principals

Data Representation

Eastin-Arcola High School opened in the fall of 2010. The majority of the data and information in this SARC reflects the 2009-10 school year. Therefore, there is no data to report for Eastin-Arcola High School regarding the following areas:

- Enrollment and Demographics
- Class Size
- Suspensions and Expulsions
- Counselors and Support Staff
- Standardized Testing and Reporting Program
- California Physical Fitness Test
- Adequate Yearly Progress
- Academic Performance Index
- Teacher Qualifications
- Professional Development
- Types of Services Funded
- NCLB Compliant Teachers
- School Financial Data and Comparisons
- Completion of Graduation Requirements
- Graduate and Dropout Rates
- Career Technical Education Program
- California High School Exit Exam
- Advanced Placement Courses
- UC/CSU Admissions

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

For more information on how to become involved, Ashley Faraone, Intervention Specialist, at (559) 674-8841.

The Mission of the 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.



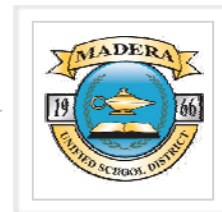
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MUSD Aims For...

...The Highest Student Achievement

...A Safe and Orderly Learning Environment

...Financially Sound and Effective Organization

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.

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	Fair	External	Fair
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			8/19/2010
Date of the Most Recent Completion of the Inspection Form			8/19/2010

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Interior	Ceiling tiles need repair/replacement (<i>Repaired on 10/1/2010</i>)
Interior	Windows cracked/scratched in multiple rooms (<i>Repaired on 10/1/2010</i>)
Electrical	Sonitrol sensor wiring needs securing (<i>Repaired on 10/4/2010</i>)
Electrical	Clock and speaker not working in Room 4 (<i>Repaired on 10/4/2010</i>)
Electrical	Data cables need raceway (<i>Completed on 10/4/2010</i>)
Safety	Fire extinguisher missing in room 19 (<i>Completed on 12/1/2010</i>)

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.

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School Facility Items Inspected

The tables show 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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 Safety Plan

The School Safety Plan was updated and reviewed in February 2011.



School Facilities

Continued from page 2

Prior to Eastin-Arcola opening as a high school for the 2010-2011 school year, the school underwent upgrades to facilitate technology use, retrofit of classrooms to accommodate science labs, painting of classrooms, cleaning, and other improvements to the facilities. 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. 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.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Literature and Language 3rd Course</i> , Holt, Rinehart, and Winston	2006
English-Language Arts	<i>Literature and Language 4th Course</i> , Holt, Rinehart, and Winston	2006
English-Language Arts	<i>Literature and Language 5th Course</i> , Holt, Rinehart, and Winston	2007
English-Language Arts	<i>Literature and Language 6th Course</i> , Holt, Rinehart, and Winston	2008
English-Language Arts	<i>Expository Reading & Writing Course; Semester One & Two</i> <i>A Text-Based Grammar for Expository Reading and Writing</i> Long Beach: California State University Press	2009
English-Language Arts	<i>The Bedford Reader</i> , Bedford/St. Martins	2000
English-Language Arts	<i>Perrine's Literature: Structure and Sense</i> , Harcourt Brace	2000
English-Language Arts	<i>Language of Composition</i> , VHPS	2007
English Language Development Reading	<i>Hampton Brown Edge: Reading, Writing, and Language for High School</i> National Geographic, 2009	2010
Mathematics	<i>Algebra Readiness: California Algebra Readiness: Concepts, Skills, & Problem Solving</i> , Glencoe/McGraw Hill,	2008
Mathematics	<i>California Mathematics, 2008-Algebra I</i> , Holt, Rinehart and Winston	2008
Mathematics	<i>Geometry</i> , McDougal Littell	2005
Mathematics	<i>Algebra 2</i> , McDougal Littell	2001
Mathematics	<i>Trigonometry 8th</i> , Prentice Hall	2006
Mathematics	<i>PreCalculus with Limits, 2nd Edition</i> , Houghton Mifflin, 2011	2010

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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.).



Textbooks and Instructional Materials List - Continued from page 3

Subject	Textbook	Adopted
Mathematics	<i>Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Edition</i> , Brooks/Cole Cengage Learning, 2010	2010
Mathematics	<i>CAHSEE Math: Conquering the CAHSEE</i> , Math Teachers Press, Inc.	2003
Mathematics	<i>Understanding Statistics</i> , 8th Edition, Houghton Mifflin, 2006	2006
Science	<i>Biology</i> , McDougal Littell, 2008	2007
Science	<i>Chemistry</i> , Prentice Hall, 2005	2005
Science	<i>Physical Science: Concepts in Action with Earth and Space Science</i> , Prentice Hall, 2006	2007
Science	<i>Mader's Understanding Human Anatomy & Physiology</i> , 6th Edition, McGraw Hill, 2008	2007
Science	<i>Human Anatomy & Physiology</i> , 7th Edition, Pearson, 2007	2007
Science	<i>Honors Physics</i> , 6th Edition, Pearson Prentice Hall, 2005	2006
Science	<i>Biology</i> , 7th Edition, Benjamin Cummings, 2005	2005
Science	<i>Chemistry, 8th Edition</i> , Brooks/Cole Cengage Learning, 2007	2002
History-Social Science	<i>Modern World History-Patterns of Interaction</i> , McDougal Littell	2007
History-Social Science	<i>The Americans-Reconstruction to the 21st Century</i> , McDougal Littell	2005
History-Social Science	<i>The American Pageant-AP Placement Edition</i> , Houghton Mifflin	2007
History-Social Science	<i>United States Government: Democracy in Action</i> , Glencoe/McGraw Hill	2008
History-Social Science	<i>Economics: Principles in Action</i> , Prentice Hall	2007
History-Social Science	<i>Psychology</i> , 7th Edition, Prentice Hall	2003
History-Social Science	<i>Sociology and You</i> , Glencoe McGraw Hill	2003
History-Social Science	<i>Invitation to Psychology</i> , Prentice Hall	2003
Foreign Language	<i>Expresate Level I</i> , Holt, Rinehart, & Winston	2005
Foreign Language	<i>Expresate Level II</i> , Holt, Rinehart, & Winston	2007
Health	<i>Intro to Health</i> , Glencoe/McGraw Hill	1999

Note: This data was most recently collected and verified in July 2010.



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	0%
Science Laboratory Equipment (Grades 9-12)	0%

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.

Federal Intervention Program

Federal Intervention Program		
	Eastin-Arcola HS	Madera USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Identified for Program Improvement		15
Percent of Schools Identified for Program Improvement		56%

Teacher Misassignments and Vacant Teacher Positions

Teacher Misassignments and Vacant Teacher Positions			
	Eastin-Arcola HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	✕	✕	0
Total Teacher Misassignments	✕	✕	0
Vacant Teacher Positions	✕	✕	0

✕ Eastin-Arcola High School opened in the 2010-11 school year. Therefore, there is no data prior to 2010-11 for the school.

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	\$38,419	\$41,155
Mid-Range Teacher Salary	\$60,085	\$65,379
Highest Teacher Salary	\$73,983	\$85,049
Average Principal Salary (Elementary School)	\$100,493	\$106,453
Average Principal Salary (Middle School)	\$107,517	\$111,487
Average Principal Salary (High School)	\$114,667	\$121,513
Superintendent Salary	\$170,000	\$194,802
Teacher Salaries — Percent of Budget	40.2%	39.9%
Administrative Salaries — Percent of Budget	6.1%	5.1%

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

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.

Financial Data

The financial data displayed in the SARC is from the 2008-09 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 Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of December 2010.

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