Eastin-Arcola School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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Babtunde Ilori**Executive Director of Accountability and Communications**

Dr. Rebecca Malmo**Executive Director of Student and Family Support Services**

Principal's Message:

Eastin-Arcola has started their sixth year of reopening as a K-8 school. We are one of four country school sites, K-8. We have a wonderful group of teachers and support staff to guide and nurture our students through academics, athletics, activities, and character education. As a staff, we have the highest confidence in our ability and desire to make Eastin-Arcola a model school in Madera Unified. We are truly embracing the opportunity to not only teach our students the curriculum that is appropriate at each grade level, but to expand their learning and enrich their understanding of how it pertains to every aspect of our students' lives. We will seek every opportunity for growth in areas of professional development and training for our staff, to ensure the highest quality education for our students. We don't just want our students to learn, we want them to THRIVE academically, athletically, and socially. We value the participation of all our stakeholders in building the culture at Eastin-Arcola. We encourage parent involvement in their child(ren)'s education, both at school and at home. We welcome their involvement on campus and especially with our various committees and our parent organization. We know the more connected our families are with our school, the more complete our school community will become. Eastin-Arcola is not only a place for children to go to school, but it's their extended family and home as well. We value this opportunity to make a real difference in their lives and their futures. GO WILDCATS!

Mission Statement:

At Eastin-Arcola Elementary School, we shape students of character to become self-motivated, lifelong learners who are the best they can be in MIND, BODY, and SPIRIT.

School Profile (School Year 2019-20):

Eastin-Arcola School is one of 27 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. The 2014-15 school year was the first after reopening as a K-8 elementary school. We are one of four K-8 country schools, offering students and families the Our average enrollment is about 225, with students in TK - 8th grade. Our classes are arranged on a traditional calendar.

Special Education Program:

These students are in the general education classroom for the majority of their day. They are provided push-in and pull-out support from a special education staff member based on the needs determined in each special education student's Individualized Education Plan (IEP). Eastin-Arcola has one full-time special education teacher and one part-time special education aide to support our students.

English Learner Program:

All of Eastin-Arcola's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, and writing. Teachers evaluate students three to four times a year and monitor their progress. The results of these tests help teachers determine what skills need to be taught or reviewed.

Advanced Learners in Math:

As students reach 7th and 8th grade, they are given the opportunity to take Accelerated/Advanced Math. Students take a math placement test at the end of their 6th grade year to determine placement in the Advanced Math program. Eastin-Arcola shares Itinerant Math teachers with the other three K-8 schools.

Spanish Elective:

Our 7th and 8th grade students also have the opportunity to receive high school credit for their Spanish elective if taken at Eastin-Arcola their 7th and 8th grade years, consecutively. This allows them the opportunity to enroll in Spanish 1B their freshman year.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	21
Grade 2	30
Grade 3	31
Grade 4	25
Grade 5	29
Grade 6	26
Grade 7	30
Grade 8	27
Total Enrollment	241

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	94.6
White	4.6
Socioeconomically Disadvantaged	92.9
English Learners	44
Students with Disabilities	10.4
Foster Youth	0.4
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Eastin-Arcola School	17-18	18-19	19-20
With Full Credential	10	18	11
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Eastin-Arcola School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Madera Unified held a public hearing on September 25, 2018, 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.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance: Step Up to Literacy 2016 California Wonders 2016 StudySync 2010 Inside Language, Literacy and Content 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Big Ideas Math 2014 Big Ideas Math 2014 California Math in Focus: Singapore Math 2014 My Math 2014 California Math Courses 1-3 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Holt California Life Science 2007 Holt California Physical Science 2007 Holt California Earth Science 2007 Houghton Mifflin California Science 2007 Macmillan/McGraw-Hill California Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 California History-Social Science: myWorld Interactive 2018 Social Studies Alive! California Series 2018 Social Studies Alive! California Series 2018 Social Studies Alive! US History California Series 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	Benchmark Advance: Step Up to Literacy 2016 California Wonders 2016 StudySync 2010 Inside Language, Literacy and Content 2010 ¡Avancemos! 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Eastin-Arcola School was originally constructed in 1948, and the cafeteria/multi-purpose room was built in 1978. and is comprised of 19 classrooms, one multi-purpose room/cafeteria, one library, a music room, staff lounge, two computer labs, and two playgrounds. Remodeling was completed when the school was reopened in 2014-15 included new blacktop and game lines on both playgrounds; three new tetherball poles; additions to the primary playground play structure; newly painted cafeteria interior; and updated wireless/network wiring. Our front office was repainted during the summer of 2015. Two computer labs were created our first year of reopening, allowing our classes access throughout the day. They also allow ample time and space for our class schedules during state testing. This school year we have completed our Science and Art labs in two of our unused classrooms. These rooms provide wonderful opportunities for our teachers and students to expand their lessons outside of their rooms. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2017. Cleaning Process Eastin-Arcola has two full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The head custodian works from 5:30 a.m. - 2:30 p.m., and the night custodian from 2:30 p.m. - 11:30 p.m. Great pride is taken in keeping the campus and buildings in the best condition possible. 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.

District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	37	40	33	35	50	50
Math	34	34	23	22	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	4.0	32.0	36.0
7	15.4	15.4	38.5

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	137	135	98.54	40.00
Male	66	65	98.48	30.77
Female	71	70	98.59	48.57
Hispanic or Latino	128	126	98.44	40.48
White	--	--	--	--
Socioeconomically Disadvantaged	125	124	99.20	37.90
English Learners	71	69	97.18	27.54
Students with Disabilities	20	19	95.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	136	98.55	33.82
Male	65	64	98.46	35.94
Female	73	72	98.63	31.94
Hispanic or Latino	129	127	98.45	33.07
White	--	--	--	--
Socioeconomically Disadvantaged	126	125	99.21	30.40
English Learners	71	69	97.18	26.09
Students with Disabilities	21	20	95.24	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Eastin-Arcola believes parents play a very important role in the academic success of their children. Parents/families have the opportunity to be involved in the following organizations at Eastin-Arcola: Wildcat Parent Club (WPC), School Site Council (SSC), and the English Language Advisory Committee (ELAC). Parents are also encouraged to participate/attend academic award assemblies; athletic events; students performances; fundraising activities; teacher/parent conferences; as well as volunteer in the classroom or at various school events. Monthly informational notices are also sent home to our parents to encourage them to support our monthly character traits and the areas we're focusing on that month. A monthly "Parent Connection" newsletter is sent home to families as well, as an additional informational resource. A parent resource area has also been set up at Eastin, including four computers to allow them to access any parent resources online, their child(ren)'s grades, etc. Staff is available to assist them with any of their needs. Our parents at Eastin-Arcola also have the ability to access the Parent Resource Center at one of our nearby elementary schools.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Eastin-Arcola School. 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 in February 2018 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The plan was approved at our School Site Council meeting on March 20, 2019. 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 basis throughout the school year. Lockdown drills are held two times a year. An earthquake drill is done yearly in October. Students are supervised before and after school by certificated staff and administration, and classified staff and administration supervise students during lunch. Certificated and classified staff, as well as administration help with supervision during lunch and break periods. All staff members wear safety vests during supervision for increased visibility. Our District Gang Officer meets with our upper grade students for Gang Awareness and Prevention once a year. School policy requires adults and children to sign in or out in the front office, and sign in our out when students are tardy, leaving school early, or when adults are coming to volunteer/visit. If visiting on campus or in a classroom, adults are provided with a visitor's pass. Teachers and students are well-aware of this policy, and our intermittently reminded during various communications. Eastin-Arcola staff members are encouraged to communicate their concerns regarding the safety and welfare for all children. We have school rules in place, which support consistent and fair consequences. All stakeholders are given an opportunity to express their opinion/ideas in regard to school safety, the educational program, and the environment. Eastin-Arcola School follows the Crisis Management Plan that outlines key elements of our Safety Plan. Included in the plan are mandated procedures and detailed emergency plans.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	2.8	3.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1205.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	2			25		1		22		1	
1	26		1		29		1		21		1	
2	25		1		32		1		22		1	
3	30		1		30		1		20	1	1	
4	25		1		29		1		25		1	
5	28		1		23		1		29		1	
6	53		1	1	45	1		2	53		1	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Teachers, support staff, and administration meet every Tuesday and Thursday from 2:00 - 3:15 for PLC's involving data analysis, lesson design, teacher collaboration, professional development (both outside presenters and in-house). In addition to the weekly PLC's, there are inservice days at the beginning of the school year, and mid-year to provide additional collaboration/PD time. We also commit to providing our teachers collaboration days, both during the school day as well as one early-out day per month. District PD's and trainings are also provided for our certificated and classified staff throughout the school year as well as during non-contracted times, outside of the school days. Extended PD's are also provided monthly for additional professional development, focused on PLC work and 15-day plans. Teachers meet with adjoining grade levels for PD focusing on curriculum and teaching strategies. This takes place during early-outs as well as collaboration/planning times outside of the school day.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,794	$51,374
Mid-Range Teacher Salary	$72,980	$80,151
Highest Teacher Salary	$93,558	$100,143
Average Principal Salary (ES)	$121,113	$126,896
Average Principal Salary (MS)	$123,871	$133,668
Average Principal Salary (HS)	$128,170	$143,746
Superintendent Salary	$215,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	2,138	1,396	743	78,266
District	N/A	N/A	5,345	$74,582.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-151.2	
School Site/ State		

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

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

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

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 2017-18)

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, and IV

DataQuest

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

Internet Access

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