

Eastin-Arcola School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Eastin-Arcola School
Street	29551 Ave. 8
City, State, Zip	Madera, CA 93637
Phone Number	(559) 674-8841
Principal	Danene Guglielmana
Email Address	daneneguglielmana@maderausd.org
School Website	https://www.madera.k12.ca.us/eastin-arcola
Grade Span	
County-District-School (CDS) Code	20-65243-0129554

2025-26 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message:

Eastin-Arcola is one of five K-8 school sites in Madera Unified. We have a wonderful "Wildcat Team" - consisting 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.

Vision Statement:

Our community at Eastin-Arcola will provide a secure, positive, and challenging environment for our students to thrive.

School Profile:

Eastin-Arcola School is one of 28 elementary/middle/comprehensive and 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 schools, offering students and families a smaller school environment, encompassing many more years of continuity and growth. Our average enrollment is about 210, with students in TK - 8th grade. We typically start the year with an enrollment near 240, and then decrease when a large migrant population migrates south in October/November. Our classes are arranged on a traditional calendar.

2025-26 School Description and Mission Statement

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 special education aide to support our students.

English Learner Program:

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. In addition, this year through grant funding we are able to provide support to our EL students through a new part-time EL Intervention position, providing both language/academic support and social-emotional support.

Electives:

All of our students have opportunities to take elective classes throughout the week, including STEM, Art, Music and Dramatic Literacy.

Academic Competitions/Extracurricular Opportunities:

Our students are given the opportunity to take part in various academic competitions, such as Academic Pentathlon, Art Jam, Battle of the Books, Mathletics, Art Fest, Science Olympiad, student leadership, and multicultural activities.

PBIS/Character Education: Positive student behavior is promoted through our schoolwide PBIS behavior expectations. Positive behavior is promoted through the earning of Wildcat Wow Bucks, which in turn allow students to earn opportunities to "purchase" incentive items in our school store. Students can also earn a ticket to attend our monthly Club Wildcat event, to promote positive school behaviors. Additionally, schoolwide assemblies and presentations are planned to promote positive student choices and behavior that is appropriate for school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	7
Kindergarten	24
Grade 1	18
Grade 2	21
Grade 3	24
Grade 4	28
Grade 5	34
Grade 6	24
Grade 7	24
Grade 8	28
Total Enrollment	225

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
Hispanic or Latino	90.7
Two or More Races	1.3
White	4
English Learners	38.7
Foster Youth	0.9
Homeless	0.9
Migrant	13.8
Socioeconomically Disadvantaged	96
Students with Disabilities	11.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.9	91.94	850.5	83.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	28.2	2.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	4.07	59	5.79	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.7	2.33	11953.1	4.28
Unknown/Incomplete/NA	0.5	3.99	57.5	5.64	15831.9	5.67
Total Teaching Positions	13	100	1019	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.5	85.69	834.8	80.77	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	38.2	3.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	9.48	49.5	4.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.36	37.7	3.65	11746.9	4.23
Unknown/Incomplete/NA	0.5	3.41	73.1	7.08	14303.8	5.15
Total Teaching Positions	14.6	100	1033.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.3	89.94	853.2	81.35	230039.4	100
Intern Credential Holders Properly Assigned	0	0	41.9	4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	43.5	4.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	7.87	41.3	3.94	12112.8	4.34
Unknown/Incomplete/NA	0.3	2.19	68.7	6.56	13705.8	4.91
Total Teaching Positions	13.7	100	1048.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.4	0
Misassignments	0.50	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	1.3	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.2	1
Total Out-of-Field Teachers	0.00	0.2	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 24, 2024, and determined through Resolution No.5-2024/25 that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

July 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016 Grade 7 & 8: McGraw Hill Book Co. StudySync California Edition, 2016 Board Approved May 24, 2016	0.0%
Mathematics	California Math in Focus: Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014 Grade 7: Big Ideas Learning, Big Ideas Math, Grade 7 - Course 2, 2015 Board Approved: April 29, 2014 Grade 8: McGraw Hill, California Math Course 3, 2015 Board Approved: April 29, 2014	0.0%
Science	Twig Science, 2020 Board Approved: June 11, 2019 Grade 7:	0.0%

	<p>Amplify, California Integrated Model Integrated Course Model - Science 7, 2018 Board Approved: June 11, 2019</p> <p>Grade 8: Amplify, California Integrated Model Integrated Course Model - Science 8, 2018 Board Approved: June 11, 2019</p>	
History-Social Science	<p>California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018</p> <p>Grade 7: McGraw Hill School Education, Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2019 Board Approved: May 8, 2018</p> <p>Grade 8: Teachers' Curriculum Institute, History Alive! The United States Through Industrialism, 2017 Board Approved: May 8, 2018</p>	0.0%
Foreign Language	<p>Grade 7-8: Spanish I-III: Vista Higher Learning, Encuentros, 2022 Board Approved: May 24, 2022</p> <p>Spanish for Heritage Speakers I-II: Vista Higher Learning, Galeria, 2022 Board Approved: May 24, 2022</p>	0.0%
<p>Note: Cells with N/A values do not require data.</p>		

School Facility Conditions and Planned Improvements

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/cafeateria, one library, a music room, a staff lounge, and two playgrounds. Remodeling and improvements have been completed over the years. We have a wonderful STEM and Art lab and dramatic literacy room, moved our library and music rooms, and created an indoor PE room. These rooms provide wonderful opportunities for our students as they have many elective and enrichment opportunities. We have also received improvements to our enhanced garden areas on campus, tying in real-life learning environments to support many of our core subject areas, as well as STEM. Our new walking track was installed last summer, providing a safe place for students and staff to walk for PE, exercise, and pleasure. Two of our portables were refurbished to provide learning space for the Therapeutic Opportunity program for the district.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2025. Cleaning Process: Eastin-Arcola has two full-time custodians to ensure that the cleaning of the school is maintained to provide a clean and safe school. The head custodian works from 6:00 a.m. - 3:00 p.m., and the night custodian from 2:00 p.m. - 11:00 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 is 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 the 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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

August 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	21	32	33	47	48
Mathematics (grades 3-8 and 11)	19	14	20	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	138	138	100.00	0.00	21.01
Female	62	62	100.00	0.00	24.19
Male	76	76	100.00	0.00	18.42
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	130	130	100.00	0.00	20.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	46	100.00	0.00	6.52
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	132	100.00	0.00	21.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	138	138	100.00	0.00	13.77
Female	62	62	100.00	0.00	11.29
Male	76	76	100.00	0.00	15.79
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	130	130	100.00	0.00	13.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	46	100.00	0.00	8.70
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	132	100.00	0.00	14.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.14	5.45	16.34	18.13	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	5.45
Female	24	24	100.00	0.00	4.17
Male	31	31	100.00	0.00	6.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	51	51	100.00	0.00	3.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	54	100.00	0.00	5.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	100	100	100	100
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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: School Site Council (SSC), and the English Language Advisory Committee (ELAC). Their involvement in SSC and ELAC gives them a voice to approve our school plan, safety plan, and budget spending. Parents can also take part in organizing school activities and events as part of our Wildcat Parent Club (WPC). Parents are also encouraged to participate/attend Back-to-School Night/Open House, carnivals, academic award assemblies, athletic events, student performances, fundraising activities, teacher/parent conferences; as well as volunteer in the classroom or at various school events. We also offer quarterly parent/family enrichment classes, including dinner and child care to provide for whole family involvement. Weekly/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. Weekly updates, notices, summaries are shared with parents via parent square. A parent resource area is also available at Eastin, including computers to allow parents to access any 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.

If you would like to contact the principal, please call Danene Guglielmana, (559) 674-8841.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	243	231	54	23.4
Female	111	107	27	25.2
Male	132	124	27	21.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	208	51	24.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	101	96	31	32.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	236	225	53	23.6
Students Receiving Migrant Education Services	34	31	18	58.1
Students with Disabilities	32	27	10	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1.64	4.53	5.03	3.91	3.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.31	0.28	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.53	0.00
Female	1.80	0.00
Male	6.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.96	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The 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. All revisions are being communicated to both the classified and certificated staff. The plan was presented to our School Site Council in the Spring of 2025 and finalized during our meeting in September 2025. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster - fire drills, lockdown drills, chemical spills, etc. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held three times a year. An earthquake drill is completed 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. Through an Equity Multiplier Grant, we also provide increased supervision between breakfast and lunch, with additional staff walking our hallways and monitoring restroom use. Students are monitored when passing to locations on campus. Classes have badges for students to wear when they leave class, color-coded to provide us with the knowledge of where they are going and they have permission to do so.

School policy requires adults and children to sign in or out in the front office using our new Raptor identification system, and sign in and 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 are intermittently reminded during various communications. Eastin-Arcola staff members are encouraged to communicate their concerns regarding the safety and welfare of 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.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	6	0	0
1	22	0	3	0
2	26	0	3	0
3	30	0	3	0
4	16	2	2	0
5	18	1	3	0
6	17	2	3	0
Other	9	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4	0	0
1	15	3	0	0
2	17	1	3	0
3	26	0	3	0
4	19	2	3	0
5	12	3	2	0
6	13	3	2	0
Other	7	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5		
1	11	7		
2	17	6		
3	24		5	
4	24	1	5	
5	34			4
6	24		5	
Other	10	4		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	208

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16290.52	4644.31	11646.21	95656
District	N/A	N/A	11049.71	\$87,670
Percent Difference - School Site and District	N/A	N/A	5.3	11.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	7.8	-2.2

Fiscal Year 2024-25 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, after-school programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

Use of funds may include any or all of the following: professional development that focuses on meeting the needs of advanced students; supplemental contracts for teachers who serve GATE students beyond contract time; supplementary textbooks and supplies for Honors and Advanced Placement courses; transportation and admission for student study trips or competitions.

Title I: Federal categorical program designed to ensure that all children have an equitable opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can be used to supplement all areas of the curriculum except physical education and Band. Use of funds may include any or all of the following: supplemental staff to reduce class size, professional learning, supplemental academic tutors/materials, technology to support instruction, home school liaisons, parent training, parent centers, and babysitting. Local Control Funding Formula (LCFF): LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and support for economically disadvantaged students, English Learners, and Foster Youth. Funds may be used to support instruction and

Fiscal Year 2024-25 Types of Services Funded

professional development, implement state standards, improve school climate, or meet the social/emotional needs of students and related expenses detailed in the SPSA and the District's supplemental and concentration funding plan (LCAP).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,862	\$62,783
Mid-Range Teacher Salary	\$85,833	\$97,783
Highest Teacher Salary	\$109,939	\$128,020
Average Principal Salary (Elementary)	\$142,696	\$160,224
Average Principal Salary (Middle)	\$145,719	\$166,992
Average Principal Salary (High)	\$153,382	\$180,971
Superintendent Salary	\$266,200	\$313,465
Percent of Budget for Teacher Salaries	25.77%	30.05%
Percent of Budget for Administrative Salaries	4.72%	5%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6