

# Delaine Eastin Elementary School

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## 2015-2016 School Accountability Report Card

Published in the 2016-17 School Year

### New Haven Unified School District

34200 Alvarado-Niles Rd.  
Union City, CA 94587  
(510) 471-1100

### District Administration

#### Chief Academic Officer/ Co-Superintendent

Dr. Arlando Smith  
asmith@nhusd.k12.ca.us

#### Chief Business Officer/ Co-Superintendent

Akur Varadarajan  
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#### Chief Personnel Officer

Derek McNamara

### Board of Education

Linda Canlas  
President  
Sarabjit Cheema  
Clerk  
Lance Nishihira  
Sharan Kaur  
Jeff Wang  
Members



### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

### District Mission Statement

The mission of the New Haven Unified School District, a partnership of students, families, staff, and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful 21st-century citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

### District & Community Profile (School Year 2016-17)

New Haven Unified School Districts includes Union City and part of south Hayward. We are proud of the accomplishments of our diverse student population. Our mission is to develop and empower every student to be productive, responsible and successful.

The district consists of seven elementary schools, two middle schools, two high schools, a student support center, independent study, home school program, and an adult school.

### Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

#### Enrollment by Student Group

2015-16

	Percentage
Black or African American	4.2%
American Indian or Alaska Native	0.6%
Asian	46.7%
Filipino	19.9%
Hispanic or Latino	14.6%
Native Hawaiian or Pacific Islander	1.1%
White	8.1%
Two or More Races	4.9%
EL Students	19.9%
Socioeconomically Disadvantaged	21.9%
Students with Disabilities	5.2%
Foster Youth	0.1%

## School Attendance & Enrollment (School Year 2015-16)

Regular attendance is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is monitored very closely and phone calls to parents are made on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, truanancies or unexcused absences are referred to Student Attendance Review Board (SARB).

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

### Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
K	111	143	152
1st	141	131	136
2nd	152	132	131
3rd	167	147	134
4th	153	171	140
5th	168	150	158

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- 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 39 percent or less.

### Highly Qualified Teachers

% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	34	35	37	481
Without Full Credentials	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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 semester or year.

	Misassignments/Vacancies		
	14-15	15-16	16-17
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

## Instructional Materials (School Year 2016-17)

New Haven Unified School District held a Public Hearing on October 18, 2016 and determined that each school within the District has 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 State 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of November 2016.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	History/Social Science	Harcourt School Publishers	2007	Yes	0.0%
K-5	Mathematics	Bridges	2015	Yes	0.0%
K-5	Science	MacMillan/ McGraw Hill	2008	Yes	0.0%

## School Facilities (School Year 2016-17)

Delaine Eastin Elementary School was constructed in 2001, and is comprised of 37 classrooms, an administration building, media center, two computer labs, multipurpose room, a staff lounge, staff workroom, and two playgrounds.

### Cleaning Process

The principal works daily with the custodial staff 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 are given to emergency repairs. At the time of publication, 100% of restrooms were in working order. 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. The data in the table was collected in October 2016.

School Facility Conditions				
Date of Last Inspection: 05/11/2016				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
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			

## 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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	64	--	--	43	--	--	44	--
Mathematics (Grades 3-8 and 11)	--	63	--	--	34	--	--	33	--
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven, and Science for grades five, eight, and ten.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	146	143	97.9	30	145	99.3	34.5
Male	146	69	47.3	29	70	47.9	38.5
Female	146	74	50.7	31	75	51.4	30.5
Black or African American	146	13	8.9	19.5	13	8.9	19
Asian	146	66	45.2	34	68	46.6	40
Filipino	146	26	17.8	34.5	26	17.8	40.5
Hispanic or Latino	146	22	15.1	20.5	22	15.1	20.5
Native Hawaiian or Pacific Islander	146	1	0.7	--	1	0.7	--
White	146	10	6.8	--	10	6.8	--
Two or More Races	146	5	3.4	--	5	3.4	--
Socioeconomically Disadvantaged	146	27	18.5	20.5	27	18.5	22
English Learners	146	17	11.6	6	19	13	16
Students with Disabilities	146	4	2.7	--	5	3.4	--

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	164	160	97.6	31	160	97.6	31.5
Male	164	74	45.1	28	74	45.1	32.5
Female	164	86	52.4	33.5	86	52.4	30.5
Black or African American	164	4	2.4	--	4	2.4	--
American Indian or Alaska Native	164	1	0.6	--	1	0.6	--
Asian	164	69	42.1	33	69	42.1	32
Filipino	164	36	22	38.5	36	22	40.5
Hispanic or Latino	164	20	12.2	20	20	12.2	25
Native Hawaiian or Pacific Islander	164	2	1.2	--	2	1.2	--
White	164	13	7.9	27	13	7.9	23
Two or More Races	164	15	9.1	27	15	9.1	26.5
Socioeconomically Disadvantaged	164	42	25.6	24	42	25.6	21.5
English Learners	164	16	9.8	3	16	9.8	0
Students with Disabilities	164	3	1.8	--	3	1.8	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	English-Language Arts				Mathematics			Science		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	153	142	92.8	36	144	94.1	28.5	--	--	--
Male	153	82	53.6	33	82	53.6	28.5	--	--	--
Female	153	60	39.2	40	62	40.5	29	--	--	--
Black or African American	153	5	3.3	--	5	3.3	--	--	--	--
Asian	153	65	42.5	39.5	67	43.8	35	--	--	--
Filipino	153	30	19.6	33.5	30	19.6	23	--	--	--
Hispanic or Latino	153	21	13.7	23.5	21	13.7	19	--	--	--
Native Hawaiian or Pacific Islander	153	3	2	--	3	2	--	--	--	--
White	153	7	4.6	--	7	4.6	--	--	--	--
Two or More Races	153	11	7.2	41	11	7.2	27.5	--	--	--
Socioeconomically Disadvantaged	153	27	17.6	24.5	27	17.6	17	--	--	--
English Learners	153	11	7.2	9	13	8.5	0	--	--	--
Students with Disabilities	153	4	2.6	--	4	2.6	--	--	--	--

## State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2015-16)

In the spring of each year, the school is required by the state to administer a physical fitness test to all students in grade five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

### Percentage of Students in Healthy Fitness Zone

2015-16

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
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\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent Involvement (School Year 2016-17)

Delaine Eastin Elementary School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of its students. The school has a strong base of parent volunteers who spend time in the classroom. Parents are encouraged to join the Parent/Teacher Club, School Site Council (SSC), and the English Language Advisory Committee (ELAC).

The school enjoys partnerships with the Union City Leisure services department and the Union City Recreation Department.

## 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 at (510) 471-1100.

### State Priority: School Climate

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

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

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

### Suspensions & Expulsions

	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%
District	3.8%	3.4%	0.0%	0.2%	0.1%	0.0%
State	4.4%	3.8%	0.0%	0.1%	0.1%	0.0%

## Safe School Plan (School Year 2016-17)

Safety of students and staff is a primary concern of Delaine Eastin Elementary 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 January 2016 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Each classroom is equipped with disaster supplies within an emergency backpack. The site's "disaster trailer" contains medical supplies, as well as search-and-rescue equipment. Fire and disaster drills are conducted on a monthly basis. Lockdown drills are held as needed. Students are supervised before and after school by teachers and the principal, and noon-duty aides supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must sign in at the front office, and wear a badge while on campus.

## 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.

### Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI	-	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	87.5%

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

### Class Size Distribution

Average Class Size	Classrooms Containing:								
	1-20 Students			21-32 Students			33+ Students		
14 15 16	14 15 16	14 15 16	14 15 16	14 15 16	14 15 16	14 15 16	14 15 16	14 15 16	14 15 16

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Alameda County, which contain numerous computer workstations. For information on hours and locations, please visit <http://www.aclibrary.org/>.



## Counseling & Support Staff (School Year 2015-16)

It is the goal of Delaine Eastin Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school does not have an academic counselor. The table lists the support service personnel available at Delaine Eastin Elementary School. Note: 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 school offers three special day classes for students with severe disabilities. There is also a Resource Specialist Program (RSP) teacher that assists students either in their regular class or pull them out for small group instruction.

English Language Learners receive differentiated instruction with in their regular classrooms.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Media Specialist	1	1.0
Para Educator	1	0.5
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.5
SDC Aide	11	11.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language/Hearing Specialist	1	0.8

## Staff Development

With the receipt of the Federal Race to the Top Grant, New Haven teachers, depending on school site, were able to receive professional development in Technology Integration, Math Studio, Comprehension at the Core, Reading Apprenticeship, Restorative Justice, Academic Parent Teacher Teams, and Oral Language Development. All of these opportunities pertained to supporting teachers with the implementation of the Common Core State Standards and 21st Century Education that prioritizes Critical Thinking, Collaboration, Communication, Creativity, and Cultural Competence. For the past three years, the district did not have any staff development days.

## District Expenditures (Fiscal Year 2014-15)

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,995
From Supplemental/Restricted Sources	\$2,973
From Basic/Unrestricted Sources	\$6,022
District	
From Basic/Unrestricted Sources	\$5,855
Percentage of Variation between School & District	2.9%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	6.1%

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, is 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 2015-16)

New Haven Unified School District receives the following categorical, special education, and support programs in addition to general state funding:

- Title I
- Title II
- Title III
- English Language Development Programs (ELAP)
- Economic Impact Aid (EIA)

## Teacher & Administrative Salaries (School Year 2014-15)

This 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 districts 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$47,903	\$44,958
Mid-Range Teachers	\$85,354	\$70,581
Highest Teachers	\$109,253	\$91,469
Elementary School Principals	\$123,857	\$113,994
Middle School Principals	\$147,467	\$120,075
High School Principals	\$159,955	\$130,249
Superintendent	\$232,086	\$218,315
Salaries as a Percentage of Total Budget		
Teacher Salaries	46.0%	38.0%
Administrative Salaries	6.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$93,900
District	\$88,820
Percentage of Variation	5.7%
School & State	
All Unified School Districts	\$74,216
Percentage of Variation	26.5%