George Eisenhut Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	George Eisenhut Elementary School
Street	1809 Sheldon Drive
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 527-7867
Principal	Christina Dimas
Email Address	cdimas@stanunion.k12.ca.us
Website	http://ei-stanislaus-ca.schoolloop.com/
County-District-School (CDS) Code	50-71282-6098297

Entity	Contact Information
District Name	Stanislaus Union School District
Phone Number	(209) 529-9546
Superintendent	Shannon Sanford
Email Address	ssanford@stanunion.k12.ca.us
Website	www.stanunion.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

The mission of the Stanislaus Union School District as the premier district of choice in partnership with the community is to ensure the ultimate educational experience for all children.

The District's goals are: 1) Enhance practices and programs with a focus on instruction of effective state standards for quality learning by all students; 2) Continue to prioritize writing and provide consistent expectations aligned with state standards at all school sites; 3) Provide and enhance site support and develop community/business partnerships for Visual and Performing Arts; 4) Continue to optimize across all curricular domains, the use of technology resources for students, teachers and school sites as written in the District Technology Plan; 5) Increase community/school engagement through technology as well as extend technology for communication and education; 6) Update and promote wellness curriculum relevant to the whole child, i.e. nutrition, child development, bullying, social and peer interactions, substance abuse prevention, and family support services.

Eisenhut Elementary School serves TK through 6th grade pupils. The pupil population is culturally and socio-economically diverse. The school annually completes a School Accountability Report Card (SARC) which outlines the following information: 1) school information; 2) mission statement; 3) opportunities for parent involvement; 4) demographic information; 5) school safety; 6) suspensions and expulsions; 7) school facilities; 8) academic data; 9) class size; 10) teacher and staff information; 11) curriculum and instruction (including the number of minimum days and instructional minutes).

Eisenhut Elementary School exists to provide a quality educational program for all pupils. School experiences help develop positive attitudes toward self, others and learning. Pupils are individuals with specific needs. It is our intent to meet their needs to prepare them for a successful life. Title I, II, III, LCAP, English Language Acquisition Program, TUPE, After School Program and the Special Education Program are included in the School Based Coordinated Program. In addition, technology is integrated throughout the curriculum. Staff and parents designed the Eisenhut Elementary School Homework Policy with the emphasis on student success in school.

Our mission at Eisenhut Elementary School is we strive to produce students that will be successful in our society and achieve their full potential. We are a "PeaceBuilder" School and follow six basic principles for developing character. The "PeaceBuilder" principles are: praise people; give up put-downs; notice and speak up about hurts I have caused; right wrongs; and help others. Along with a PBIS system students and staff apply these principles to ensure that Eisenhut Elementary School is a safe place to learn.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	101
Grade 1	77
Grade 2	82
Grade 3	73
Grade 4	76
Grade 5	84
Grade 6	80
Total Enrollment	573

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.9
Asian	6.1
Filipino	0.3
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	0.7
White	17.5
Two or More Races	0.3
Socioeconomically Disadvantaged	84.6
English Learners	25.5
Students with Disabilities	8.4
Foster Youth	0.5
Homeless	10.5

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	24	165
Without Full Credential	2	2	1	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: August 2018

Eisenhut Elementary School uses the District adopted textbooks in all core subject areas. Supplemental curriculum and instructional materials have been purchased using the recommendations of state and federal guidelines for research based selection criteria. Reading Mastery, Read Naturally and phonics materials are used in the Learning Center, and after school intervention programs. These materials strategically target decoding, comprehension and oral reading fluency. Accelerated Math, Touch Math and Rocket Math are used within the school day and in after school intervention groups to provide targeted practice in essential computation skills. Teachers are receiving Professional Development in Common Core State Standards in order to implement critical thinking strategies and preparing all students for the 21st Century skills.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, Benchmark Advance 2016 Grades 4-6 Houghton Mifflin Harcourt, READ 180/System 44, 2015	Yes	0%
Mathematics	Great Minds, Eureka Math, 2016	Yes	0%
Science	Grade TK – Scholastic, My Big World, Let's Find Out, and Science Spin 2017 Grade K-6 – Teachers Curriculum Institute, TCI 2019	Yes	0%
History-Social Science	K-6: Benchmark Advance, Benchmark Advance 2016 K-6: Studies Weekly	Yes	0%
Health	Grades 4-5: Human Relations Media, The Puberty Workshop, 2012 Grade 6: Puberty Talk, Health Connected 2017	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, beginning with the 2004-05 school year the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey will be available at the school office, at the District Office, or on the Internet at http://www.opssc.dgs.ca.gov/. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. The school opened in 1978. The school has 30 classrooms, a multipurpose room, a library, 1 computer labs and an administration building. The main campus was built in 1978. Two relocatable and three ancillary offices classrooms were added in 1999. A new library was added in 2013, and three new relocatable classrooms were added in 2016. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Providing a clean learning environment is a District priority. The principal works closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school district with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and flooring. Deferred maintenance projects that were completed in the 2016-17 school year include: flooring replaced in two classrooms . Seal coating and striping was done to all asphalt paving; and, the interior exterior walls at Eisenhut Elementary School were re-painted as needed. Eisenhut Elementary School continues to achieve "good" on our inspections.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 22, 2019

System Inspected	Rating	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	**Exemplary**	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	38	48	47	50	50
Mathematics (grades 3-8 and 11)	25	26	38	38	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	314	310	98.73	1.27	37.74
Male	145	142	97.93	2.07	28.87
Female	169	168	99.41	0.59	45.24
Black or African American	27	27	100.00	0.00	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	44.44
Filipino	--	--	--	--	--
Hispanic or Latino	191	190	99.48	0.52	36.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	58	96.67	3.33	41.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	270	268	99.26	0.74	36.57
English Learners	99	97	97.98	2.02	31.96
Students with Disabilities	23	22	95.65	4.35	18.18
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	45	45	100.00	0.00	42.22

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	314	312	99.36	0.64	25.96
Male	145	143	98.62	1.38	20.28
Female	169	169	100.00	0.00	30.77
Black or African American	27	27	100.00	0.00	18.52
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	38.89
Filipino	--	--	--	--	--
Hispanic or Latino	191	191	100.00	0.00	24.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	58	96.67	3.33	34.48
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	270	268	99.26	0.74	25.37
English Learners	99	99	100.00	0.00	23.23
Students with Disabilities	23	22	95.65	4.35	9.09
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	45	45	100.00	0.00	20.00

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.9	12.0	4.8

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.

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)

Eisenhut Elementary School is committed to encouraging parental involvement. Numerous opportunities are available including Back to School Night, Movie nights, Title I Annual Meeting, School Site Council, English Learner Advisory Committee, Fund Raising Events, District committees, classroom volunteers and Student Recognition Assemblies, as well as many fall, winter, and spring school productions.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.2	2.3	4.7	3.7	2.8	3.0	3.6	3.5	3.5
Expulsions	0.0	0.3	0.0	0.0	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Eisenhut Elementary has adopted a Site Safety Plan that is reviewed and revised annually. All school Site Safety Plan teams consist of Teachers, Custodians, Classified Staff, and Administrators to ensure that the plan has input from all stakeholders. Final approval of the Site Safety Plan will be reviewed and approved by the School Site Council and then submitted to the district Governing Board for final approval.

The School Site Safety Plan includes procedures and responses to particular situations including:
1. Incident Response Team
2. Emergency Procedures
3. Containment Procedures
4. Intruder-Hostage Situation
5. Bomb and Other Threats
6. Emergency Phone Numbers
7. First Aid Station and Communications Center
8. Staff Assignments During Emergencies
9. Site Emergency Plan Checklist
10. Individual Room Life Survey
11. Site and Evacuation Maps

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.

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	26		4		24		4		25		4	
1	25		3		27		3		26		3	
2	26		3		25		3		27		3	
3	25		3		26		3		24		3	
4	25		3		25		3		25		3	
5	23		3		25		3		28		3	
6	28		16		27		24		27		24	
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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,152	$3,407	$7,745	$81,032

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$7,828	$81,182
Percent Difference - School Site and District	N/A	N/A	-1.1	-0.2
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	4.6	2.1

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 (Fiscal Year 2018-19)

Eisenhut School receives a variety of funding to support the basic educational program of the District. At Eisenhut Elementary School, this is essentially the cost involved in providing staff, textbooks, supplies, and equipment for all pupils.

Title I, Title lll, and LCAP funds are used to provide instructional materials as well as intervention teachers and paraprofessionals who assists students in English Language Arts, English Language Development and Math. These funds are also used to collaborate with consultants in School Improvement, data collection and analysis, literacy, and mathematics instruction. Title ll Funds are used to provide teacher release time to participate in Leadership meetings, reflect on teaching practices, analyze student achievement data, and to match strategic interventions to student needs, as well as professional development offered off campus.

Eisenhut Elementary School provides an After School Program funded by the After School Education and Safety Grant. The program offers homework assistance, English Language Arts and math supports through technology, and enrichment activities in art, music, physical education and technology.

Title III funds are used to provide support for our EL students and their families. Additional curriculum was purchased along with teachers attending professional development.

Eisenhut Elementary School has a library staffed by a library media specialist and it is open every school day. Parents are welcome to use our library. Books that have both English and Spanish text have been purchased to develop literacy in both languages, as well as many e-titles, available for downloading on devices..

Our computer lab is equipped with new computers and printers. Students and teachers use the lab during the school day and during the after school program, then labs are also made available to families in the summer during our summer programs. Intermediate classes and classes down to second grade are equipped with Chromebook carts so each student works on a 1:1.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,854	$49,378
Mid-Range Teacher Salary	$82,303	$77,190
Highest Teacher Salary	$98,019	$96,607
Average Principal Salary (Elementary)	$123,129	$122,074
Average Principal Salary (Middle)	$132,071	$126,560

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$168,049	$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3

During the 2018-19 school year, professional development focused on Tier 2 of the the PBIS program, NGSS, mathematics, and writing standards and teaching strategies. Teachers are also being provided with opportunities to attend professional development specific to their needs, including professional development opportunities from sources outside the district. In the 2018-19 school year, ongoing professional development in the following areas was provided: Achievement Teams, Cultural Proficiency, and Effective Instruction. In addition, Eisenhut Elementary staff members participated in Positive Behavior Intervention and Supports (PBIS) training to support positive student behavior and increase academic achievement.

All professional development provided to Eisenhut Elementary staff is aligned to grade level standards, current adoptions, and needs assessments. Both administrators and site staff continued to receive training in use of data management systems which allows for common conversations regarding analysis of student data.

During the 2019-2020 school year, Eisenhut will use the knowledge gained in professional development to continue their work on implementing the following: Achievement Teams, Cultural Proficiency, and PBIS.