

Earlimart Community Day 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	Earlimart Community Day School
Street	599 East Sutter Ave.
City, State, Zip	Earlimart CA, 93219
Phone Number	(661) 849-4035
Principal	Raylene Welch
Email Address	rwelch@earlimart.org
Website	http://www.earlimart.org/
County-District-School (CDS) Code	54-71902-0101303

Entity	Contact Information
District Name	Earlimart School District
Phone Number	(661) 849-3386
Superintendent	Mr. Philip Nystrom
Email Address	pnystrom@earlimart.org
Website	www.earlimart.org

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

Welcome to Earlimart Community Day School Accountability Report Card. With a strong focus on creating grade level readers through engaging, rigorous reading instruction, language-rich learning environments, and Professional Learning Communities focused on student learning and data, the Earlimart Elementary School District and Earlimart Community Day School are committed to Creating Outstanding Readers in Earlimart (C.O.R.E.).

The purpose of the Community Day School is to address the personal and educational needs of each student. The District and Staff of the Community Day School will inspire, assist and educate students to achieve their full potential and be responsible, respectable, productive citizens.

This vision and corresponding beliefs can be demonstrated by: 1. Providing a variety of grade appropriate standards driven alternatives and educational opportunities necessary for students to gain knowledge and skills in a safe, disciplined, and supportive environment 2. Creating an atmosphere that emphasizes self-worth, positive social interaction and collegiality. 3. Seeking to provide solutions for deficient academic skills, improve attendance and behavior. 4. Guide students toward positive future goals.

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

Grade Level	Number of Students
Grade 5	1
Grade 7	2
Grade 8	3
Total Enrollment	6

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	100
Socioeconomically Disadvantaged	83.3
English Learners	100
Students with Disabilities	33.3
Homeless	

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	1	1	1	1
Without Full Credential	0	1	0	0
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	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: 08/22/2018

Community Day School sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the District, grade level, and subject area committees coordinated by District curriculum. All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District Instructional Material Funding and other funding sources permit. Categorical funding also allows us to purchase supplementary instructional materials for English Learners in kindergarten to fifth grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student and are correlated to State Standards-aligned textbooks each year with new adoption cycles per core area.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify ELA Lucy Calkins Reading, Writing Units of Study.	Yes	0
Mathematics	Pearson Scott Foresman and Holt, Rinehart, & Wilson 2008-2009 Supplemented with elements from Engage NY, Georgia, and Howard County, Maryland Common Core Mathematics units.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Harcourt School Publishers and McDougal Littell 2008-2009	Yes	0
History-Social Science	Houghton Mifflin and Holt, Rinehart, & Wilson 2008-2009	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Earlimart Community Day School is a one room school utilizing a portable classroom module located on the tennis courts of the Earlimart Middle School on East Center Avenue. The module was placed in this location the 2006-2007 school year. There is a common restroom module located at the same location. Both buildings are in good condition. This is a temporary location for the school.

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: 08/15/2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	--	18	31	29	50	50
Mathematics (grades 3-8 and 11)	--	9	17	18	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	12	11	91.67	8.33	18.18
Male	11	10	90.91	9.09	10.00
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino	12	11	91.67	8.33	18.18
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

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	12	11	91.67	8.33	9.09
Male	11	10	90.91	9.09	10.00
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	12	11	91.67	8.33	9.09
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

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			

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)

Parent are encouraged to take an active role in the school and are kept informed of activities through bulletins, newsletters, letters, phone calls, and parent meetings. Parent nights are conducted to provide the parents with an opportunity to interact with their child in an academic environment. Earlimart School District holds district English Learner Advisory Committee (DELAC) meetings where the parents receive information about school programs and services offered. Migrant parents are offered meetings that also provide parents with information and services. Lastly, evening English classes are offered to the community members as well as child care which enable all parents interested to attend. The School District provides a parenting center that is fully staffed and open five days a week. The parenting centers located one at each school site offers many services and resources to the parents.

Should you be interested in becoming involved or should you have any questions regarding parent involvement here at Earlimart Community Day School please contact the Principal, Mrs. Raylene Welch, at (661) 849-4305. If you have any questions or concerns regarding parent involvement throughout the District please contact the Director of State and Federal Programs, Ms. Michelle Ramirez at (661) 849-4235.

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	33.3	--	20.0	6.1	3.6	4.2	3.6	3.5	3.5
Expulsions	0.0	--	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Earlimart Community Day School emergency preparedness plan has been written in compliance with California Education Code, Title V Education, and section 560, which requires having a written disaster plan preparedness plan. This plan is reviewed annually. This plan was developed with Federal and State guidelines. The plan includes specific coursed of action to be taken in case of an emergency situation develops. All site employees are expected to be familiar with this plan and be able to carry out their responsibilities in an emergency. California law declares that all public employees are civil defense workers subject to such civilian activities as may be assigned to them by their supervisors or by law.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	5	2			4	2			5	2		
Mathematics	5	1			4	1			5	1		
Science	5	1			4	1			5	1		
Social Science	5	1			4	1			5	1		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	
Resource Specialist (non-teaching)	

*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	\$30,460	\$0	\$30,460	\$108,789
District	N/A	N/A	\$1,629	\$70,450.00
Percent Difference - School Site and District	N/A	N/A	1769.9	66.8
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	436.6	51.9

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)

Parents, students, and staff within the Earlimart Elementary School District receive a wide variety of services. Some of the services provided to parents include but are not limited to parent teacher conferences, back to school, Muffins with Mom, Donuts with Dad, district wide parent meetings, access to the parent liaison and parent center. Some of the services received by students include before or after school intervention, field trips, assemblies, access to intervention specialists as appropriate, and opportunities to learn outside the school day such as family math night and the district literacy fair. Some of the services afforded to the staff of the school district include but are not limited professional development on a variety of subjects as needed and appropriate, coaching by content experts, and access to a wide variety of curriculum and materials. These services provided are funded by a variety of revenue sources including but not limited Title 1, Title 2, Title 3, LCAP, and the General Fund.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,518	\$49,378
Mid-Range Teacher Salary	\$73,114	\$77,190
Highest Teacher Salary	\$96,257	\$96,607
Average Principal Salary (Elementary)	\$117,106	\$122,074
Average Principal Salary (Middle)	\$126,816	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$150,944	\$189,346
Percent of Budget for Teacher Salaries	31%	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			

Professional development has become part of the daily work life of the Earlimart teaching teams. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together along with our Literacy Coaches, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning.

For the 2015-16 school year, Earlimart's primary area of focus for staff development is on academic language and vocabulary, early literacy skills, English Language Development, and further understanding of the Common Core State Standards. These areas were selected due to the student achievement data collected in the areas of language arts, English Language Development (CELDT), and mathematics. The methods of professional development delivery have been workshops before the school year, during school days with release time, attendance at conferences both local and in other areas, on site coaching with TCOE consultants, as well as on site coaching with Earlimart content experts. Teachers are supported during implementation through in-class coaching, lesson planning assistance, demonstration lessons, principal and district walk-throughs, TCOE experts on site and during walk-throughs, as well as common planning time at the end of the school day.