

Eastlake High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Eastlake High School
Street	1120 Eastlake Pkwy.Chula Vista, CA 91915
City, State, Zip	Chula Vista, Ca, 91915-2102
Phone Number	619-397-3800
Principal	Hector Espinoza
E-mail Address	hector.espinoza@sweetwaterschools.org
Web Site	elh.sweetwaterschools.org
CDS Code	37684113730843

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2018-19)

A 1999 and 2005 California Distinguished School, and 2015 a 6-year clear WASC accredited school. Eastlake High School is a four-year comprehensive high school. It was opened in the fall of 1992. Eastlake High School had its first graduating class in June, 1995. Language programs include Spanish, French, Filipino, and Japanese. Advanced Placement classes are offered in English language and literature, calculus, Spanish language and literature, U.S. history, economics, art, art history, government, biology, physics, chemistry, statistics, Japanese language, French, and world history. The Ruth Chapman Center for the Performing Arts, the finest performing arts center in the South Bay, is home to Eastlake music and drama programs.

Eastlake High School operates on a modified year-round schedule that begins in late July and has a block schedule for students who take three classes a day, similar to a college schedule. Students have the opportunity for tutoring two times a week during ELP (Extended Learning Period). After-school tutoring is also available for students on Monday through Thursday during the Titan Homework Zone. The school library houses 18,000 volumes. The school's Pre-Engineering Program received a Golden Bell Award in 2006. The school offers an extensive CTE program. A highly successful robotics program is also in place.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

The mission of Eastlake High School, where today's learning shapes tomorrow's success, is to ensure a comprehensive educational experience that maximizes opportunities for student achievement through a system of learning distinguished by:

- Creating a supportive environment that joins students, staff, parents and the Eastlake community in the educational process.
- Maintaining a comprehensive network of support systems that recognizes the needs of each student
- Developing skills necessary to succeed in the work place and higher education.
- Implementing a variety of educational pathways that include extracurricular options.
- Fostering a variety of partnerships within the community that support Eastlake students.
- Providing a safe, student-centered learning environment.
- Building a culture of the Titan way – Respectful actions, attitude and language.
- Celebrating the achievement of Titans.
- Valuing the diversity of people and ideas.
- Our professional staff and involved community are committed to encouraging the emotional and social development of students through understanding and respect of multiple perspectives, diverse cultures, and individual responsibility so they become productive and capable citizens in an ever-changing world.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	719
Grade 10	710
Grade 11	768
Grade 12	854
Total Enrollment	3,051

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	14.4
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	0.2
White	13.7
Socioeconomically Disadvantaged	23.2
English Learners	6.1
Students with Disabilities	9.9
Foster Youth	0.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	121	120		
Without Full Credential	10	10		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	1	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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

The school has an administration building, 96 classrooms, a gym and a library. The main campus was built in 1992. Additions were constructed in 1993 and 1994. Twenty-eight portable classrooms were constructed in 1993 and 1994. Twenty permanent classrooms have been constructed.

The school opened in 1992 with an administration building, 63 classrooms, a gym and a library.

Maintenance and Repair

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

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts 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 floor systems.

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017	
Overall Rating	Poor

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	81.0	80.0	53.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	47.0	48.0	32.0	33.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	754	735	97.48	80.14
Male	386	380	98.45	74.74
Female	368	355	96.47	85.92
Black or African American	32	31	96.88	83.87
Asian	18	18	100.00	94.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	100	99	99.00	86.87
Hispanic or Latino	423	412	97.40	75.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	103	100	97.09	86.00
Two or More Races	77	74	96.10	87.84
Socioeconomically Disadvantaged	176	172	97.73	68.02
English Learners	71	67	94.37	38.81
Students with Disabilities	59	58	98.31	34.48
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	755	731	96.82	47.81
Male	386	375	97.15	46.79
Female	369	356	96.48	48.88
Black or African American	32	31	96.88	38.71
Asian	18	17	94.44	76.47
Filipino	100	100	100	56.57
Hispanic or Latino	423	409	96.69	40.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	104	100	96.15	57
Two or More Races	77	73	94.81	60.27
Socioeconomically Disadvantaged	176	172	97.73	36.05
English Learners	71	69	97.18	21.74
Students with Disabilities	60	58	96.67	10.34
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

Sweetwater Union High School District (SUHSD) offers thirteen of fifteen industry sectors. Schools offer programs of study that involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

The main focus of Career Technical Education (CTE) is to prepare students for academic achievement, career exploration, career preparation, and leadership development. The successful transition to post-secondary education and the workplace will be accomplished through the principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State Standards with industry specific knowledge and skills.

Eastlake High School offers, four industry sectors: Engineering & Architecture (Engineering Technology), Arts, Media & Entertainment (Design, Visual and Media Arts), Information & Communication Technologies (Software & System Development), Health Science & Medical Technology (Healthcare Administrative Services) and (Patient Care).

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	699
% of pupils completing a CTE program and earning a high school diploma	15.02%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	43%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	67.4

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 2018-19)

Eastlake High School offers many opportunities for parents to be involved at various levels. Some of the many committees and groups include Student Site Council (SSC), PTSA, ELAC, and Booster Clubs. We also hold many parent events and meetings that inform our parents of our school's happenings and our alignment with our district and site LCAP goals. Some of these meetings consist of Coffee with the Principal, Open House, Titan Expo, and Future Titan Night. Administration also communicates regularly with parents and households via Jupiter Grades. Our ASB uses this tool on a weekly basis to inform families of our daily schedule and other school related events. In addition, parents participate in school surveys that assist us in constantly improving and increasing parent involvement. Our most recent parent surveys indicate that our strengths consist of parents feeling adequately informed about how their children are progressing in school. We welcome the support of our families and encourage parent participation year round.

- ELAC Parent Group- Osvaldo Bañuelos (CIS)
- School Site Council- Osvaldo Bañuelos (CIS)
- PTSA - Mariana Huges (Teacher Rep)
- Titan Parent Volunteers- Osvaldo Bañuelos (CIS)

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.5	4.2	3.2	6.2	6.3	6.8	10.7	9.7	9.1
Graduation Rate	94.1	91.6	94.1	84.6	82.8	83.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	93.4	82.0	88.7
Black or African American	96.3	84.2	82.2
American Indian or Alaska Native	0.0	66.7	82.8
Asian	100.0	98.8	94.9
Filipino	94.2	90.8	93.5
Hispanic or Latino	91.6	80.4	86.5
Native Hawaiian/Pacific Islander	0.0	83.9	88.6
White	97.7	82.1	92.1
Two or More Races	97.6	90.3	91.2
Socioeconomically Disadvantaged	100.0	86.5	88.6
English Learners	59.5	56.7	56.7
Students with Disabilities	62.9	54.2	67.1
Foster Youth	0.0	66.7	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.7	1.9	1.4	4.6	4.2	4.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

1. Develop Site Safety Binder (to be distributed to all school staff)
2. Train all staff on emergency procedures during 3 day in service or during the school year’s first staff meeting
3. Comply with 3 in 1 safety drills-
4. Assessment of current crime in school-
5. Identify strategies and programs that provide safety on campus

ELH staff receive individual folders and detailed information regarding each drill and other safety related items. These items are discussed and distributed during faculty meetings. Staff are informed at a faculty meeting about upcoming drills and procedures. ELH conducts 2 fire drills and 2 heightened security drills each year. We are in contact with our School Resource Officer on a daily/weekly basis. We meet with our SRO to discuss trends in behavior and any current crime that we should be made aware of.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	46	38	46	26.0	45	30	55	25.0	45	35	53
Mathematics	19.0	37	11	18	21.0	32	21	11	24.0	46	33	46
Science	24.0	22	84		23.0	30	78		23.0	24	87	
Social Science	26.0	43	31	52	26.0	39	37	52	26.0	43	34	60

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9.4	306.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.6	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.3	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$85,665
Percent Difference: School Site and District	N/A	N/A	91.7	-8.4
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	-41.1	-8.6

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 2017-18)

- General Operations - services, materials, and support to the general education program
- Special Projects - monies from agencies (e.g., federal, state) earmarked for specific services.
- English Learner Program - develop fluency in English and academic proficiency of English Learners
- State Compensatory Ed. - services, materials, and support to underachieving students
- Credit Recovery - independent study program to gain credits outside the regular school day

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,605	\$50,747
Mid-Range Teacher Salary	\$79,896	\$86,127
Highest Teacher Salary	\$104,592	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$150,940	\$136,636
Average Principal Salary (High)	\$162,233	\$150,286
Superintendent Salary	\$235,000	\$238,058
Percent of Budget for Teacher Salaries	33.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	15	N/A
Fine and Performing Arts	1	N/A
Foreign Language	7	N/A
Mathematics	11	N/A
Science	9	N/A
Social Science	34	N/A
All courses	79	43.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

During 2011-12 and 2012-13, staff participated in Data Director training where they learned how to pull their target students, create common assessments, and run reports to analyze data. They also participated in the PLC Cycle which focuses on the fundamental system of Professional Learning Communities. Teachers participated in Structured Interactions training where strategies were provided to engage students in learning. Teachers attended Understanding by Design and Marzano Strategies trainings. Teachers also participated in WASC Trainings.

For the 2013-14 school years, Eastlake High staff participated in 24 pro-hour days and two half-day staff development sessions. In addition, teachers throughout the year have attended various trainings dealing with the Professional Learning Community model, Grading for Learning, SBAC, Canvas, Jupiter Grades, Marzano's Instructional Strategies, Achievement Via Individual Determination (AVID) strategies, the Co-teaching Collaborative Model, data use with the Data Director program, Understanding by Design for lesson development, and the district platform for video use in the class called Safari Montage.

For the 2014-15 school year, Eastlake High School staff participated in the WASC self study. During this self-study, staff analyzed school data in focus groups to give feedback and ideas for school-wide improvements. At the same time, staff received training in the new State Standards Technology student-centered instruction, literacy skills, and effective use of the block schedule.

During the 2015-2016 school year professional development was centered around our WASC student goals of becoming effective communicators and critical thinkers. Staff participated in Titan Institute where Eastlake teachers provided professional development in various areas to achieve our WASC student goals. In addition to our own site professional development, staff participated in various technology trainings, data trainings, and district level zone and cohort meetings per each content area. As we move through the 2016-2017 school year Eastlake High School staff continue to work on the PLC cycle and various school wide instructional strategies that promote learning and increasing student mastery.

In 2017-2018, teachers' professional development has continued to focus on the PLC cycle and effective instruction with an added focus on trauma-informed care. An increasing number of teachers have been afforded the opportunity to attend trauma-informed care trainings provided by the district and have spread their knowledge across the campus.

All teachers are also supported by Curriculum support providers in trainings dealing with concept and performance tasks, and the Common Core during staff-wide professional development days as well as from the Blended Specialist who supported staff with Canvas and Google Drive.