

Eastlake High

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Eastlake High
Street	1120 Eastlake Pkwy.
City, State, Zip	Chula Vista, Ca, 91915-2102
Phone Number	619-397-3800
Principal	Maria E. Lizarraga
E-mail Address	maria.lizarraga@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 2016-17)

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 2015-16)

Grade Level	Number of Students
Grade 9	766
Grade 10	825
Grade 11	724
Grade 12	798
Total Enrollment	3,113

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.2
Asian	2.8
Filipino	13.8
Hispanic or Latino	56.8
Native Hawaiian or Pacific Islander	0.2
White	13
Two or More Races	9.2
Socioeconomically Disadvantaged	20.9
English Learners	7
Students with Disabilities	9.4
Foster Youth	0.1

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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	107	107	121	1847
Without Full Credential	10	10	10	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	4	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.9	9.1
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1.00% of the district's general budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Broken faucets. Work order submitted.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	67	83	47	53	44	48
Mathematics	40	47	29	31	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	734	713	97.1	83.4
Male	11	362	352	97.2	78.3
Female	11	372	361	97.0	88.3
Black or African American	11	25	25	100.0	92.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	22	22	100.0	86.4
Filipino	11	97	97	100.0	88.7
Hispanic or Latino	11	419	404	96.4	78.4
White	11	91	88	96.7	89.7
Two or More Races	11	77	76	98.7	93.4
Socioeconomically Disadvantaged	11	140	136	97.1	72.8
English Learners	11	35	31	88.6	9.7
Students with Disabilities	11	56	56	100.0	46.3
Foster Youth	11	--	--	--	--

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 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	733	717	97.8	46.6
Male	11	361	356	98.6	47.4
Female	11	372	361	97.0	45.8
Black or African American	11	25	25	100.0	60.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	22	22	100.0	63.6
Filipino	11	97	96	99.0	59.0
Hispanic or Latino	11	419	410	97.8	38.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	91	87	95.6	50.6
Two or More Races	11	76	76	100.0	60.5
Socioeconomically Disadvantaged	11	140	138	98.6	37.2
English Learners	11	35	35	100.0	2.9
Students with Disabilities	11	56	55	98.2	3.6
Foster Youth	11	--	--	--	--

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 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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76	69	68	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	834	807	96.8	68.0
Male	419	407	97.1	69.0
Female	415	400	96.4	67.0
Black or African American	35	33	94.3	57.6
Asian	26	25	96.2	80.0
Filipino	120	118	98.3	83.9
Hispanic or Latino	470	454	96.6	58.2
White	105	101	96.2	80.2
Two or More Races	72	71	98.6	87.3
Socioeconomically Disadvantaged	152	147	96.7	47.6
English Learners	59	57	96.6	22.8
Students with Disabilities	64	63	98.4	36.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Career and Technical Education is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields. Eastlake High School offers the following programs: Careers in Arts, Media and Entertainment; ROP Multimedia Production, Careers in Health Sciences and Medical Technology, and Careers in Engineering.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	448
% of pupils completing a CTE program and earning a high school diploma	2%
% 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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.49
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	65.2

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	2.5	32.5	60.1

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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- Rose Gilliam
- English Learners Parent Group- Rose Gilliam
- School Site Council- Nicoleta Bogart
- Titan Parent Volunteers- David Lopez

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.00	2.00	1.50	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	95.01	94.68	94.15	83.16	82.46	84.62	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	92	82	86
Black or African American	88	81	78
American Indian or Alaska Native	67	94	78
Asian	96	94	93
Filipino	97	94	93
Hispanic or Latino	91	80	83
Native Hawaiian/Pacific Islander	100	93	85
White	90	81	91
Two or More Races	96	89	89
Socioeconomically Disadvantaged	56	51	66
English Learners	64	60	54
Students with Disabilities	28	38	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.3	2.2	1.7	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

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)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	49	17	63	26	47	24	59	26	47	24	59
Mathematics	24	50	23	56	21	31	11	17	21	31	11	17
Science	24	22	82		23	25	80		23	25	80	
Social Science	26	49	26	57	27	41	29	58	27	41	29	58

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.4	360.0
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	2.0	N/A
Resource Specialist		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 2014-15)

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	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

- General Operations - services, materials, and support to the general education program
- Gifted and Talented - specialized learning assistance for students with great ability, achievement, or potential
- 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	11	N/A
Fine and Performing Arts		N/A
Foreign Language	6	N/A
Mathematics	7	N/A
Science	8	N/A
Social Science	22	N/A
All courses	54	.5

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.

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.