

Eastlake Middle

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 Middle
Street	900 Duncan Ranch Rd.
City, State, Zip	Chula Vista, Ca, 91914-2626
Phone Number	619-591-4000
Principal	Juan A. Ulloa, Principal
E-mail Address	juan.ulloa@sweetwaterschools.org
Web Site	www.sweetwaterschools.org
CDS Code	37684116120968

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)

EastLake Middle School (ELM) is located in the growing community of East Lake which is in the eastern region of Chula Vista. We currently serve 1,730 students in grades 7 and 8. ELM has seven feeder elementary schools. Our population is ethnically diverse.

The EastLake Middle School community will prepare all students for academic and personal success through transitional standards-based learning experiences. All students will be provided equal access to an integrated, rigorous curriculum focused on achieving state standards, without losing sight of the special needs of the middle school student. Each person will be valued, respected, and encouraged to achieve to their fullest potential in a safe and secure environment. Students will be prepared for the diverse global society of this century by participating in challenging curricula, community service, and state-of-the-art technology. Our students will become critical thinkers, problem solvers, fluent communicators as well as global and personal stewards for life-long learning.

In support of the district's mission, our school's motto is Today's Foundation...Tomorrow's Future.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	794
Grade 8	885
Total Enrollment	1,679

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
Asian	3.4
Filipino	13.5
Hispanic or Latino	56.2
Native Hawaiian or Pacific Islander	0.3
White	13.7
Two or More Races	8.8
Socioeconomically Disadvantaged	22.9
English Learners	12.6
Students with Disabilities	8.5
Foster Youth	0.2

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	63	60	70	1847
Without Full Credential	5	6	4	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	7	5	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	89.2	10.8
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. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
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	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
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	0.0
Science Laboratory Equipment (grades 9-12)	Not applicable for middle schools.	Yes	0.0

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/>.

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

Age of School Buildings

This school has 61 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 2003-2004.

The school opened in 2003 with 4 buildings which include 31 classrooms. The facility includes a library-media center, a multipurpose building, administration center, eight classroom buildings including physical education with amenities such as basketball, tennis courts and activity fields.

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. A mobile maintenance crew comes on campus to repair and/or replace various site-identified needs.

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% of the district 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 projects planned and no 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: January 2017				
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	Carpet, wallpaper, flooring needs replacing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
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: January 2017				
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	59	68	47	53	44	48
Mathematics	51	53	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	7	809	782	96.7	70.0
	8	889	832	93.6	66.8
Male	7	427	413	96.7	64.1
	8	465	443	95.3	58.2
Female	7	382	369	96.6	76.7
	8	424	389	91.8	76.4
Black or African American	7	32	32	100.0	50.0
	8	40	40	100.0	41.0
Asian	7	27	26	96.3	80.8
	8	29	27	93.1	81.5
Filipino	7	109	108	99.1	86.1
	8	116	115	99.1	80.0
Hispanic or Latino	7	454	440	96.9	62.9
	8	507	463	91.3	61.1
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	116	109	94.0	80.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	113	104	92.0	78.4
Two or More Races	7	69	66	95.7	77.3
	8	80	79	98.8	73.4
Socioeconomically Disadvantaged	7	179	175	97.8	52.6
	8	202	188	93.1	47.6
English Learners	7	70	61	87.1	11.5
	8	67	59	88.1	3.6
Students with Disabilities	7	64	63	98.4	24.2
	8	74	71	96.0	19.1
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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	7	808	793	98.1	57.4
	8	888	826	93.0	48.0
Male	7	427	420	98.4	57.9
	8	465	439	94.4	43.6
Female	7	381	373	97.9	56.7
	8	423	387	91.5	52.9
Black or African American	7	32	32	100.0	34.4
	8	40	40	100.0	23.7
Asian	7	26	26	100.0	88.5
	8	29	27	93.1	81.5
Filipino	7	109	109	100.0	72.9
	8	116	114	98.3	68.4
Hispanic or Latino	7	454	447	98.5	49.0
	8	506	461	91.1	38.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	116	110	94.8	69.7
	8	113	102	90.3	60.0
Two or More Races	7	69	68	98.5	65.2
	8	80	78	97.5	60.3
Socioeconomically Disadvantaged	7	179	175	97.8	38.0
	8	202	190	94.1	31.2
English Learners	7	70	69	98.6	17.9
	8	66	59	89.4	5.3
Students with Disabilities	7	64	63	98.4	18.0
	8	74	70	94.6	6.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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)	83	74	70	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	890	786	88.3	70.1
Male	465	422	90.8	69.4
Female	425	364	85.7	70.9
Black or African American	40	39	97.5	51.3
Asian	29	27	93.1	92.6
Filipino	116	110	94.8	83.6
Hispanic or Latino	507	435	85.8	62.5
White	113	96	85.0	82.3
Two or More Races	81	76	93.8	79.0
Socioeconomically Disadvantaged	202	180	89.1	54.4
English Learners	68	59	86.8	15.3
Students with Disabilities	74	61	82.4	36.1

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.

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
7	7.5	27.9	54.5

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)

There are many opportunities for parents to be involved in our school. At all meetings, parents are encouraged to talk with their child’s teachers and counselors throughout the year, including nightly review of the student’s Jupiter Grades account. We hold many parent nights regarding our instructional programs, orientation program, school culture and climate programs and performance opportunities. Involvement opportunities include:

- School Site Council (SSC) - contact Courtney Quinn (CIS)
- English Learner Advisory Committee (ELAC) - contact Courtney Quinn (CIS)
- District advisory committees participation (DPAC and DELAC) - contact Courtney Quinn (CIS)
- Parent/Teacher/Student Organization (PTSO)
- Eastlake Education Foundation (EEF)
- School Volunteers (ASB/Library) -contact Molly Bulwa(ASB) OR Camille
- Incoming 7th grade parent meetings

- Beginning of the year Parent Involvement Night.
- Conferences and Parent/Teacher Communication
- Guest Speakers : Tyler Durman, Ernie Mendez
- Cyber-bullying Prevention Workshop
- Cyber Safety Workshops
- Technology Support Night - iPad Help
- Annual Community Luau - contact Molly Bulwa (ASB)
- Coffee with the Principal - contac Juan Ulloa
- Triton of the Week Celebrations for Students and Parents - contact Molly Bulwa
- AVID Parent Night
- Mini CAFE -contact Courtney Quinn
- Compact for Success field trip
- Dare to Dream UCSD African American Conference
- Adelanto Latino/Adelante Mujer Conference
- Magkaisa Filipino Conference

Contact Phone Number: (619) 591-4000
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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	4.2	4.2	5.2	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.1	0.0	0.1	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:

- Develop CSSP - Approved by SSC 1/25/17
- Annual Emergency Drills: (Fire Evacuation Drills, Earthquake Drills, Lockdown / Active Shooter Drills, Heightened Security Drills, Clear Room Drills)
- Behavior Expectations Presentations (Fall / Spring)
- Train all staff on emergency procedures
- Identify strategies and programs that provide safety on campus
- Assessment of current crime / student behavior in school

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	17	107	2		17	106	2					
Mathematics	25	40	9	26	31	5	11	37				
Science	15	105	6		16	101	6	1				
Social Science	18	89	5	2	18	84	6	2				

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	5.4	336.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0.0	N/A
Other	0.0	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	169.5	
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

Special projects - monies from agencies (e.g., federal, state) earmarked for specific services:

- Limited English Proficient (LEP) funds to support English Language Learners
- SCE funds to support tutoring assistance and intervention
- District Support to Schools – credit recovery and support classes
- EastLake Education Foundation (EEF) – support for technology

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/>.

Professional Development (Most Recent Three Years)

EastLake Middle School supports its staff members in their Professional Development interests and needs. Professional Development Training attended by whole staff or staff members are as follows...

- Professional Learning Communities
- Site Leadership Training
- San Diego County Office of Education Training - not limited to Social Science, Physical Education, School Culture and Climate
- District wide Cohort Meetings/Zone Meetings
- Guest Speakers
- District Speakers
- Teacher Speakers
- SEI Training
- ELD Training
- Math Training
- Science Training
- Social Science Training
- AVID Training
- Achieve 3000 Training/In class lesson building
- In house technology training
- Equity Training
- Data Training

The primary area of focus for staff development at EastLake Middle School is promoting a positive culture and climate, as well as technology based training. Teachers also receive specific content area training by the district and in their Zone meetings.

Professional Development at Eastlake Middle is delivered as follows...

- In house PD Training (Site training)
- Guest Speakers
- District Training
- Zone Training
- San Diego Office of Education Training
- Other outsourced Training

Teachers are supported by the district, principal, assistant principals and teachers on staff. Implementation of professional development mainly happens in Professional Learning Communities (PLC's). These groups meet weekly. This is an opportunity for teachers to share out about PD, technology, and content area ideas and training. PLC is also where teacher discuss areas of future PD training.