

Eastlake High

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

| 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 | 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 2017-18)

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 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 711 |
| Grade 10 | 769 |
| Grade 11 | 825 |
| Grade 12 | 758 |
| Total Enrollment | 3,063 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.8 |
| Filipino | 14.2 |
| Hispanic or Latino | 56.6 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 12.6 |
| Two or More Races | 9.5 |
| Socioeconomically Disadvantaged | 19.6 |
| English Learners | 6.6 |
| Students with Disabilities | 9.7 |
| 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 |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 107 | 121 | 120 | 1665 |
| Without Full Credential | 10 | 10 | 10 | 128 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 4 | 1 | 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

| 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)

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 |
| | 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: December 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. 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 | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 83 | 81 | 53 | 53 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 47 | 47 | 31 | 32 | 36 | 37 |

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 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 829 | 813 | 98.07 | 81.43 |
| Male | 419 | 413 | 98.57 | 78.45 |
| Female | 410 | 400 | 97.56 | 84.5 |
| Black or African American | 34 | 34 | 100 | 79.41 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 26 | 26 | 100 | 92.31 |
| Filipino | 116 | 114 | 98.28 | 93.86 |
| Hispanic or Latino | 459 | 448 | 97.6 | 74.78 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 106 | 105 | 99.06 | 87.62 |
| Two or More Races | 83 | 81 | 97.59 | 90.12 |
| Socioeconomically Disadvantaged | 166 | 160 | 96.39 | 73.75 |
| English Learners | 104 | 102 | 98.08 | 44.12 |
| Students with Disabilities | 64 | 63 | 98.44 | 30.16 |

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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 829 | 814 | 98.19 | 46.93 |
| Male | 419 | 413 | 98.57 | 49.15 |
| Female | 410 | 401 | 97.8 | 44.64 |
| Black or African American | 34 | 34 | 100 | 41.18 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 26 | 26 | 100 | 84.62 |
| Filipino | 116 | 114 | 98.28 | 65.79 |
| Hispanic or Latino | 459 | 449 | 97.82 | 35.63 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 106 | 105 | 99.06 | 59.05 |
| Two or More Races | 83 | 81 | 97.59 | 58.02 |
| Socioeconomically Disadvantaged | 166 | 160 | 96.39 | 34.38 |
| English Learners | 104 | 102 | 98.08 | 17.65 |
| Students with Disabilities | 64 | 63 | 98.44 | 14.29 |

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 | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 69 | 68 | 53 | 49 | 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

| 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 |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.94 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 65.25 |

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 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 4.8 | 34.2 | 55.2 |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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)
- 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 | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 2 | 1.5 | 4.2 | 7.5 | 6.2 | 6.3 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 94.68 | 94.15 | 91.59 | 82.46 | 84.62 | 82.79 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 91.6 | 83.04 | 87.11 |
| Black or African American | 82.05 | 83.41 | 79.19 |
| American Indian or Alaska Native | 0 | 45.45 | 80.17 |
| Asian | 100 | 94.25 | 94.42 |
| Filipino | 93.75 | 94.23 | 93.76 |
| Hispanic or Latino | 91.34 | 81.14 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 88.46 | 86.57 |
| White | 93.81 | 86.41 | 90.99 |
| Two or More Races | 89.23 | 88 | 90.59 |
| Socioeconomically Disadvantaged | 91.79 | 79.52 | 85.45 |
| English Learners | 68.89 | 62.12 | 55.44 |
| Students with Disabilities | 48.08 | 52.38 | 63.9 |
| Foster Youth | 0 | 61.11 | 68.19 |

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 2.2 | 1.7 | 1.9 | 5.7 | 4.6 | 4.2 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

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 2017-18)

| 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 | 76 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 47 | 24 | 59 | 26 | 46 | 38 | 46 | 26 | 45 | 30 | 55 |
| Mathematics | 21 | 31 | 11 | 17 | 19 | 37 | 11 | 18 | 21 | 32 | 21 | 11 |
| Science | 23 | 25 | 80 | | 24 | 22 | 84 | | 23 | 30 | 78 | |
| Social Science | 27 | 41 | 29 | 58 | 26 | 43 | 31 | 52 | 26 | 39 | 37 | 52 |

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 2016-17)

| 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 2015-16)

| 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 | \$83,046 |
| Percent Difference: School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$6,574 | \$82,770 |
| 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 2016-17)

- 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 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,920 | \$50,221 |
| Mid-Range Teacher Salary | \$77,008 | \$83,072 |
| Highest Teacher Salary | \$100,812 | \$104,882 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$145,114 | \$128,094 |
| Average Principal Salary (High) | \$155,085 | \$146,114 |
| Superintendent Salary | \$235,000 | \$226,121 |
| Percent of Budget for Teacher Salaries | 35% | 34% |
| 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 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 4 | N/A |
| Mathematics | 3 | N/A |
| Science | 3 | N/A |
| Social Science | 5 | N/A |
| All courses | 19 | 38.9 |

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.