

Eastlake Middle School

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 Middle School
Street	900 Duncan Ranch Rd.
City, State, Zip	Chula Vista, Ca, 91914-2626
Phone Number	619-591-4000
Principal	Ricardo Cooke
E-mail Address	ricardo.cooke@sweetwaterschools.org
Web Site	http://elm.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 2017-18)

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.

Eastlake Middle School
Mission Statement

Mission:

The mission of Eastlake Middle School, an exemplary and innovative learning community of resourceful, respectful, and responsible citizens, is to bridge all students to future educational opportunities through a system of learning distinguished by*:

- A rigorous and comprehensive curriculum that prepares for higher learning.
- A culture of recognition of students' unique gifts and individual accomplishments.
- A comprehensive system of student support and interventions.
- A positive environment that provides a variety of opportunities for growth.
- A strong network of parent and community involvement.
- A learning environment that ensures the well-being of each student.
- An infusion of advanced technology.

Objectives:

Eastlake Middle strives to demonstrate an uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.

- 100% of students will meet or exceed site and state performance standards for middle school.
- 100% of students will possess a working plan for their future education.

Tactics:

These bold resolutions outline how Eastlake Middle School's resources and energies are directed. It is our hope that the continuous creation and evaluation of these systems will lead us to achieve the extraordinary, as expressed in the mission and objectives:

- We will use innovative instructional strategies to meet the needs of all students.
- We will promote parent, community, and school collaboration
- We will expand the Triton culture of respect, responsibility, and resourcefulness.
- We will increase technological resources.
- We will enhance a rigorous and comprehensive curriculum with real world applications.
- We will continue those initiatives that effectively contribute to meeting our mission and objectives

- *Sequence does not denote priority or importance*

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	807
Grade 8	818
Total Enrollment	1,625

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0
Asian	3.7
Filipino	14.4
Hispanic or Latino	54.6
Native Hawaiian or Pacific Islander	0.1
White	13.9
Two or More Races	8.9
Socioeconomically Disadvantaged	17.7
English Learners	8.9
Students with Disabilities	8.7
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	60	70	72	
Without Full Credential	6	4	0	
Teaching Outside Subject Area of Competence (with full credential)	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	5	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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. 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
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)

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: 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: 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)	68	71	53	53	48	48
Mathematics (grades 3-8 and 11)	53	52	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	1,630	1,584	97.18	70.97
Male	848	826	97.41	65.49
Female	782	758	96.93	76.91
Black or African American	60	59	98.33	54.24
Asian	60	58	96.67	75.86
Filipino	220	220	100	89.09
Hispanic or Latino	888	861	96.96	64.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	234	223	95.3	71.75
Two or More Races	160	158	98.75	82.8
Socioeconomically Disadvantaged	316	307	97.15	52.77
English Learners	358	342	95.53	49.12
Students with Disabilities	146	142	97.26	21.13
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,629	1,570	96.38	52.07
Male	847	821	96.93	51.04
Female	782	749	95.78	53.21
Black or African American	60	57	95	29.82
Asian	60	58	96.67	79.31
Filipino	220	220	100	75
Hispanic or Latino	887	851	95.94	43.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	234	221	94.44	56.11
Two or More Races	160	158	98.75	60.76
Socioeconomically Disadvantaged	315	300	95.24	38.26
English Learners	358	344	96.09	30.32
Students with Disabilities	146	142	97.26	11.35
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	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)	74	70	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.

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
7	11.5	25.8	56.6

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)

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)
- EduABROAD
- 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 - Ricardo Cooke
- 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

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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	4.2	5.2	7.4	5.7	4.6	4.2	3.8	3.7	3.6
Expulsions	0.0	0.1	0.1	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:

Develop CSSP - Approved by SSC 12/7/17

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

Action Team Safety and Restorative Practices (teacher leadership)

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	17	106	2		21	54	24	7	27	21	8	36
Mathematics	31	5	11	37	28	9	29	14	29	9	14	23
Science	16	101	6	1	21	49	27	3	29	5	39	12
Social Science	18	84	6	2	22	44	17	14	31	3	25	23

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	4.8	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	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	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 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	169.5	
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

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

- Limited English Proficient (LEP) funds to support English Language Learners (LCAP and Title III)
- LCAP funds to support tutoring assistance and intervention
- District Support to Schools – credit recovery and support classes
- District CFD Funds for school maintenance
- EastLake Education Foundation (EEF) – support for technology
- PTSO grants for teachers

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/>.

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 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 Site Leadership Team, Teachers on Special Assignment, Peer Presentations and Onsite Resource Specialists.

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

- In house PD Training (Site training)
- Restorative Practices
- Guest Speakers
- District Training
- Site Leadership Team
- Resource Specialists
- Teacher Leadership
- San Diego Office of Education Training
- Action Teams

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. Additionally, the district has provided opportunities for site leadership team to learn from district and educational leaders.