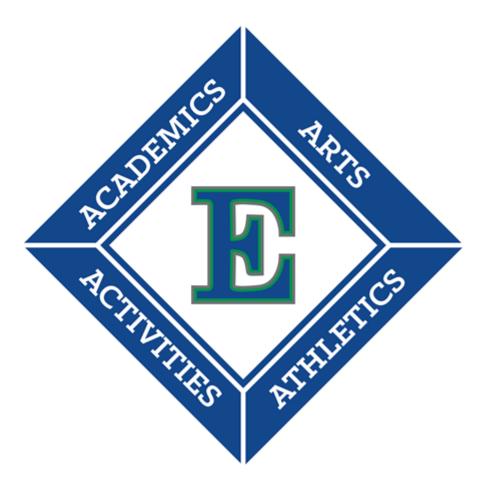# Eastlake High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	
	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Eastlake High School
Street	1120 Eastlake Pkwy.
City, State, Zip	Chula Vista, Ca, 91915-2102
Phone Number	619-397-3800
Principal	Dianne Huslin
Email Address	dianne.huslin@sweetwaterschools.org
School Website	http://elh.sweetwaterschools.org
County-District-School (CDS) Code	37684113730843

2023-24 District Contact Information

District Name	Sweetwater Union High School District
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org

2023-24 School Description and Mission Statement

Since the 1992 opening, Eastlake High School has expanded to include many different academic and social opportunities including the addition of award winning CTE programs, new AP courses and various successful extra-curricular activities (band, athletics, dance, robotics, etc.). Over this time, Eastlake High School has garnered numerous awards and recognition as a top-tier school in San Diego. In 1999 and 2005, the school was recognized as a California Distinguished School and in 2006, the

2023-24 School Description and Mission Statement

Pre-Engineering Program was awarded a Golden Bell. More recently, in 2015 and 2021, the school has earned the highest level of achievement on a WASC Visitation Report (a six-year clear). Teachers have been recognized for prestigious awards such as Teacher of the Year and various district teacher leadership positions. Our students consistently perform at the highest levels in the district for AP completion as well as CAASPP performance.

Eastlake High School is a four-year comprehensive high school offering numerous A-G academic choices and specialized programs. 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, Government, Biology, Physics, Chemistry, Computer Science, Statistics, Japanese l, French, Human Geography 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. CTE Programs include Arts, Media and Entertainment, Health Science and Medical Technology, and Engineering and Architecture.

Eastlake High School operates on a modified year-round schedule that begins in July and has a block schedule for students to take three classes a day and engage in longer sessions with course material. Students have schoolwide academic support during ATLAS Friday as well as after and before school tutoring Monday through Friday to mitigate learning loss. Additionally, the school implements a peer tutoring program to assist with students in the 9th grade in their English and math classes.

Eastlake High School provides a comprehensive counseling program. The counselors have been trained in the ACSA model and are adept at using data to enhance decision-making for student placement and support. They are committed to educational practices around college and career choices through various class presentations, guest speakers and community events. Additionally, the counselors promote Wellness Wednesdays to share mental health strategies. The peer mediators are also available to assist students with various student issues. Our School Psychologists and Special Education Teachers provide additional educational support to students, families and staff members. Over the past two years, the Special Education Department has piloted an inclusion model whereas students in ninth grade with an IEP are placed in general math and English class with additional support from peer tutors and special education teachers within the classroom.

Eastlake High School has a robust professional development plan utilizing teacher leaders from the Faculty Advisory Committee, Curriculum Specialists and the Site Leadership Team. Staff members are offered numerous voluntary opportunities for classroom visitations and individual coaching. A majority of faculty meetings are dedicated to analyzing data and utilizing first best instructional practices. All teachers work within a professional learning community and work on common practices including a syllabus, common formative assessments, and grading policies/interventions.

School Mission and Vision: Eastlake High School promotes systems of educational equity where each student is given the opportunities, resources and supports needed to experience belonging and academic success.
This is distinguished by the following:

- 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.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	615
Grade 10	724
Grade 11	692
Grade 12	752
Total Enrollment	2,783

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	0.3%
Asian	4.2%
Black or African American	3.7%
Filipino	13.2%
Hispanic or Latino	49.2%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	7.2%
White	21.2%
English Learners	6.5%
Foster Youth	0%
Homeless	0.1%
Socioeconomically Disadvantaged	21.6%
Students with Disabilities	12.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	91.90	79.69	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.17	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.16	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	0.94	57.40	3.48	12115.80	4.41
Unknown	21.90	19.01	443.50	26.88	18854.30	6.86
Total Teaching Positions	115.30	100.00	1649.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	107.40	91.48	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	1.70	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	0.94	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.01	56.80	3.36	11953.10	4.28
Unknown	5.60	4.85	151.70	8.98	15831.90	5.67
Total Teaching Positions	117.40	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.10	1.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	1.10
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	1.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.2	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	0.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books 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
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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 2016-2017. High school texts were selected from the state adopted list. Textbooks 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
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks 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

School Facility Conditions and Planned Improvements

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
https://drive.google.com/file/d/18c8kFhkaK1Dy0GWvfkKky-8bS3qW7Bc6/view?usp=sharing.

Age of School Buildings

The school has an administration building, 113 classrooms (learning center was converted into classrooms), a gym, cafeteria 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, 113 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 2021-2022 school year, the restrooms in the library, football field, weight room and softball field are being refurbished. Water bottle refilling stations were also installed throughout campus this year.
*Update: The items above have been completed and are currently being used.

For the 20223-24 school year, a focus has been placed on the repainting and re-flooring of all classrooms including the theater. A comprehensive plan is underway for the teachers when they are temporarily displaced. In the coming years, the library will undergo a complete remodel to include CTE class spaces and special education facilities.

Year and month of the most recent FIT report	11/06/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Water spots on ceiling tiles, Cracks in the wall, Ceiling tile ripped, Missing light cover, Broken ceiling tile, Walls have stains and grime, Broken floor tiles, Walls need repairs, Wallpaper is damaged, Flooring is lifting, needs repair, Hole in ceiling tile, Missing piece of baseboard, Small holes in plaster/wall, Light panels need repair; lockers missing doors, Tiles are cracked,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Storage needs to be organized, too much clutter, Floors need to be cleaned; lots of clutter and trash,

School Facility Conditions and Planned Improvements

			Floors need to be cleared, glass needs to be cleaned; cabinet doors are broken
Electrical	X		Missing outlet cover,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Leaking faucet; bubble on ceiling tile, Missing light covers; foul odor in RR, Sink needs repair; missing light covers; foul odor in RR; sink is not working,
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	Cracked drywall, Roof leaks,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	82	79	50	48	47	46
Mathematics (grades 3-8 and 11)	48	46	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	677	635	93.80	6.20	78.58
Female	322	309	95.96	4.04	83.82
Male	355	326	91.83	8.17	73.62
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	90.32
Black or African American	24	24	100.00	0.00	75.00
Filipino	94	91	96.81	3.19	91.21
Hispanic or Latino	326	300	92.02	7.98	72.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	37	86.05	13.95	72.97
White	149	142	95.30	4.70	83.80
English Learners	43	38	88.37	11.63	23.68
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	37	37	100.00	0.00	70.27
Socioeconomically Disadvantaged	164	153	93.29	6.71	67.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	70	80.46	19.54	30.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	676	638	94.38	5.62	45.92
Female	322	305	94.72	5.28	40.98
Male	354	333	94.07	5.93	50.45
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	70.00
Black or African American	24	22	91.67	8.33	40.91
Filipino	94	93	98.94	1.06	61.29
Hispanic or Latino	325	304	93.54	6.46	37.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	41	95.35	4.65	46.34
White	149	138	92.62	7.38	50.00
English Learners	43	41	95.35	4.65	7.32
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	37	33	89.19	10.81	57.58
Socioeconomically Disadvantaged	163	152	93.25	6.75	34.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	70	80.46	19.54	10.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	44.34	43.64	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1029	967	93.97	6.03	43.64
Female	485	455	93.81	6.19	43.96
Male	544	512	94.12	5.88	43.36
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	73.53
Black or African American	27	26	96.30	3.70	46.15
Filipino	135	129	95.56	4.44	66.67
Hispanic or Latino	528	491	92.99	7.01	33.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	86	81	94.19	5.81	50.62
White	203	191	94.09	5.91	46.60
English Learners	73	70	95.89	4.11	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	62	60	96.77	3.23	53.33
Socioeconomically Disadvantaged	252	241	95.63	4.37	27.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	143	121	84.62	15.38	12.40

2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education(CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Eastlake High School offers programs in three industry sectors: Engineering & Architecture (Engineering Technology), Arts, Media & Entertainment (Design, Visual and Media Arts), and Health Science & Medical Technology offers two pathways (Healthcare Administrative Services) and (Patient Care).

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	868
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.31
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	72.73

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	60%	60%	60%	59%	57%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and Guardians play a vital role in the success off students at Eastlake High School. The District LCAP Goal #3 specifically states: Foster and honor parent/guardian and community engagement to support excellence in each student's success. There are many opportunities for parents to be involved at various levels at the school site. Some of the many committees and groups include Student Site Council (SSC), PTSA, ELAC, and various school connected organizations. The school hosts many parent events and meetings that inform our community 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 and Future Titan Night. Over the past two years, Mariana Hughes has served in the role of Community Liaison Resource Teacher. In this position, she has created various alumni events and a ninth grade parent symposium. She has also provided the staff and community with connections to our alumni in various work occupations. Administration also communicates regularly with parents and households via the school website, Week at a Glance Newsletter, Infinite Campus and Jupiter Grades. Our ASB uses social media on a weekly basis to inform families of our daily schedule and other school related events. Teachers are expected to work with our parents who might have academic concerns. Our counselors follow up with parents as well regarding academic and emotional issues. Special Education Teachers work within their caseloads to manage and support parents through the IEP process.

Our Coordinator of Intervention Services, Maria Isabel Ochoa, oversees many direct parental and community leadership partnerships. Each month she works with our School Site Council which has parental representatives who were selected in a voting process. During these meetings, she garners feedback on the School Plan for Student Achievement. Parents are able to voice their opinion on school expenses as well as programs and protocols. She also works with our ELAC program in which she monitors and supports English Learners and works with their families and teachers to ensure academic success. In addition, she organizes 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. Finally, she recruits and clears parents who want to volunteer on campus.

 We welcome the support of our families and encourage parent participation year round. To summarize, events include and led by:
- Coffee with the Principal (Dianne Huslin)

2023-24 Opportunities for Parental Involvement

- Community Liaison Resource Teacher - Mariana Hughes
- ELAC Parent Group - Maria Isabel Ochoa (CIS)
- School Site Council - Maria Isabel Ochoa(CIS)
- PTSA - Mariana Hughes (Teacher Rep)
- ELH Alumni & Friends - Mariana Hughes (Community Liaison Resource Teacher)
- Titan Parent Volunteers - Maria Isabel Ochoa (CIS)

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.9	1.7	1.2	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	96.2	96.9	97	83.8	85.5	87.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	737	715	97.0
Female	370	360	97.3
Male	367	355	96.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	25	24	96.0
Black or African American	15	15	100.0
Filipino	103	100	97.1
Hispanic or Latino	368	355	96.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	72	68	94.4
White	144	143	99.3
English Learners	53	51	96.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	267	257	96.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	85	75	88.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2914	2864	296	10.3
Female	1415	1392	141	10.1
Male	1499	1472	155	10.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	9	0	0.0
Asian	117	117	5	4.3
Black or African American	110	107	14	13.1
Filipino	370	368	18	4.9
Hispanic or Latino	1460	1426	175	12.3
Native Hawaiian or Pacific Islander	22	22	0	0.0
Two or More Races	214	209	23	11.0
White	605	599	61	10.2
English Learners	227	221	34	15.4
Foster Youth	3	2	0	0.0
Homeless	6	5	2	40.0
Socioeconomically Disadvantaged	724	706	118	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	378	376	91	24.2

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	3.01	2.85	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.85	0
Female	1.48	0
Male	4.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.09	0
Filipino	0.54	0
Hispanic or Latino	3.63	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.27	0
White	1.82	0
English Learners	4.85	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.14	0

2023-24 School Safety Plan

The District LCAP Goal#2 focuses on "creating a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district." The most important task we review each year is the school comprehensive safety plan. It is equally important that we educate our staff, students and families on the important elements contained in this safety plan. The safety plan is reviewed with the safety task force before implementation. Additionally, safety protocols regarding supervisory duties are in place with staff and administration to ensure that our campus is consistently monitored for possible safety concerns. This year, Nina Hermosillo has led the safety organization and training for the staff. Part of her training includes a district training specifically for administrators in charge of safety. She also organized the safety committee which advised on protocols and a training day for staff volunteers to review various safety scenarios.

The Sweetwater Union High School District conducts an annual review of each site's Comprehensive School Safety Plans. ELH staff receive individual folders and detailed information regarding each drill and other safety related items at the beginning of the year. These items are discussed and distributed during faculty meetings and other. Staff are informed at a faculty meeting and in the weekly Titan Focus about upcoming drills and procedures. ELH conducts two earthquake and evacuation drills, two secured campus drills, two lockdowns, one clear room drill each year. During each drill, we contact the SRO and community about the importance of the drill. We are in contact with our School Resource Officer on a daily/weekly basis to discuss pending and ongoing school safety issues.

Key Elements of the Plan:

1. Develop Site Safety Binder (to be distributed to all school staff)

2. Train all staff on emergency procedures throughout the school year via faculty meetings, professional development days and district trainings.

2023-24 School Safety Plan

3. Perform the required annual safety drills including Clear Room, Secured Campus, Lockdown, Earthquake and Evacuation.

4. Assessment of current school climate with a focus on discipline and behavior.

5. Identify strategies and programs that provide safety on campus including Safe School Ambassadors (Peed Mediators) and possible CERT Training with student volunteers (pending training opportunities).

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	21	32	50
Mathematics	32	12	20	57
Science	26	14	78	
Social Science	30	17	27	61

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	16	35	49
Mathematics	31	10	28	52
Science	26	11	79	1
Social Science	32	9	29	58

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	19	27	53
Mathematics	31	11	26	52
Science	26	8	77	0
Social Science	32	12	21	60

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	366.18

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5908.17	106.05	5802.12	87,617.00
District	N/A	N/A	9754.53	$91,566
Percent Difference - School Site and District	N/A	N/A	-50.8	-2.0
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	-12.8	-7.2

Fiscal Year 2022-23 Types of Services Funded

Using a combination of district, state and federal funding sources along with community donations, Eastlake High funds a number of different services and program. With district guidance and oversight, Eastlake High School budgets funds according to school needs and priorities. In addition, certain funds such as ESSER and ASB require student and/or parent input. The following list are important services funded for the school community. They include:

- General Operations: Services, materials, and support to the general education program

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

- English Learner Program: Develop fluency in English and academic proficiency of English Learners

- State Compensatory Education: Services, materials, and support to underachieving students (Titan Tutoring, Career Center and Library extended hours)

- Credit Recovery: Independent study program to gain credits outside the regular school day example APEX during 0 Period.

- Technology: All teachers will have access to a digital projector, document reader, and related technology to provide instructional equity.

- Math, English, Science, Social Science and EL Resource Teachers (Site Curriculum Specialists): Resource teachers Plan Site-specific Professional Development, Coach PLC Leaders, Support Site Leadership Teams and Staff and Inform District-Level Curriculum and Professional Development

- Coordinated Intervention Services (CIS) Resource: The CIS resource teacher works to support students and coordinate interventions for our unduplicated subgroups: English Learners, Foster/Homeless Youth, and Low Income students. Services also include coordinating tutoring services and collecting timesheets as well as organizing monthly school site council meetings and English Learning Advisory Committee.

- APEX Coordinator: The APEX Coordinator inputs and tracks students for credit recovery ensuring students will have opportunity to earn back credits lost for graduation requirements via an online format with teacher support.

- Attendance Coordinator: Monitors student attendance, identify habitually absent students, address attendance issues with parents and students, and submit the names of students having attendance problems at the weekly SST meetings. Students will be assigned Saturday Tutoring to recoup ADA.

- Athletic Director: Responsible for the strategic oversight and day-to-day management and operational logistics of a competitive high school athletics program and facilities. The Director of Athletics (EHS hired an associate AD) is responsible for sustaining the school's long tradition of competitive excellence and supporting a culture of participation that upholds the Titan Way.

- Peer Tutoring Coordinator: Plan and support inclusion by coordinating student peer tutors (SPED Funding).

- Resource Specialist for EL Students: Monitors English Learner student population for opportunities offered, academic achievement as well as providing parents with resources.

Every year, a department budget is created with input from teacher leadership. This budget is made transparent to the staff. Additionally, the funds can be used to promote professional learning opportunities and pullout days. The principal has also created funding sources for teachers to participate in Model Classroom Observations and Learning Walks.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,003	$57,234
Mid-Range Teacher Salary	$82,293	$95,467
Highest Teacher Salary	$107,730	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$157,167	$153,476
Average Principal Salary (High)	$167,100	$173,198
Superintendent Salary	$260,000	$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	47.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	16
Fine and Performing Arts	0
Foreign Language	9
Mathematics	8
Science	12
Social Science	25
Total AP Courses Offered Where there are student course enrollments of at least one student.	77

Professional Development

Over the last five years, Eastlake High School has developed several schoolwide professional development plan to meet the specific needs of the staff, students and situation. Below is is a comprehensive list and description of these ongoing programs. Some of the programs have either run out of funding or have been modified for improvement.

*In 2017-18 school year, Eastlake high schools received a three year grant from the Department of Defense (DOD) for the National Math and Science Initiative (NMSI) College Readiness Program to dramatically increase student access to rigorous

Professional Development

Science, Technology, Engineering, and Math (STEM) Advanced Placement (AP) courses. NMSI-CRP program presents three main elements of support; Student Support, Teacher Support, and School Support. In addition, 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.

*In 2018-2019, the 2nd year of NMSI Laying the foundation continued to provide teachers with curriculum and teaching strategies to support STEM and AP course instruction. Staff were also provided with Titan Institutes in the areas of technology implementation, launching activities, SpEd interventions, Test and writing interventions and Extended Learning Period strategies. The second semester Titan Institute used an EdCamp model which gave teachers an opportunity to suggest and choose which PD they would receive. The PD chosen included student engagement strategies, targeting student groups, scaffolding strategies, cheating in the technology era, building Titan pride, google classroom, technology based projects and grading efficiency.

*In 2019-2020 we provide staff with PD on helping students with being A-G on track. Teachers then lead a Titan Boot Camp in which all students reviewed they progress report and set goals. For second semester we will focus on the overwhelming data from The California Healthy Kids Survey and CoreSEL survey which informed us of a need for Social and Emotional Learning support for teachers and students. During the 2nd semester, teachers will take part in a Titan Institute (TI) focused on Self-awareness, Self-management, Social Awareness, Relationship Skills and Responsible Decision Making. In addition to the TI teacher were offered Safe School Ambassador training for teacher will insure that we develop competency as we move forward with our SEL growth plan. NMSI training continued to provide students and teachers of AP courses with training on effective teaching strategies and curriculum. All teachers are also supported by Site Curriculum Specialists in trainings dealing with concept and performance tasks, and the Common Core during staff-wide professional development days (13 for S1 and 14 for S2) and Titan Institutes as well as from the Blended Specialist / Librarian who supported staff with Canvas and Google Drive.

*In 2020-2021 we provided staff with PD on transitioning to distance learning. The Titan Tech Team (TTT) supported teachers with learning management systems with a focus on Google Classroom and the Google Suite. In addition, TTT supported teachers with Titan Institutes on Video conferencing, Hyperdocs, Fipgrid, Peardeck, Edpuzzle, Perusall and Padlet. A fall distance learning survey will be administered to determine what worked and what didn't. The data gathered from all stake holders will serve to guide the SLT in designing future PD and delivering it via Titan Institute. NMSI training continued to provide students and teachers of AP courses with training on effective teaching strategies and curriculum. Care Act funds are used to support PLC alignment via pullout days for core content areas.

*In 2021-current, we provided the staff with a transition program that focused on back to site teaching and learning strategies. The district provided frameworks for social-emotional learning and the promotion of First Best Instruction. To this extent, the site leadership team has developed a coherent professional development plan to focus not only on First Best Instruction Strategies though numerous venues offered by the Curriculum Specialists, but an intentional look at equity strategies through the common syllabus. Training included alignment on common pacing guides, common assessments, common grading policies and interventions by professional learning communities. Teachers were also trained in Illuminate to better disaggregate data and inform support or intervention.   Eastlake High School offers a school day intervention every Friday known as ATLAS. During this time, students can receive additional support.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8