

Eastlake Middle 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 Middle School
Street	900 Duncan Ranch Rd.,
City, State, Zip	Chula Vista, Ca, 91914-2626
Phone Number	619-591-4000
Principal	Mrs. Maria Jaramillo
Email Address	Maria.Jaramillo@sweetwaterschools.org
School Website	http://elm.sweetwaterschools.org/
County-District-School (CDS) Code	37684116120968

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

Eastlake Middle School (ELM) is located in the growing community of Eastlake which is in the eastern region of Chula Vista. We currently serve 1,598 students in grades 7 and 8. ELM has seven feeder elementary schools. We serve a diverse student population across various ethnic and socio-economic backgrounds. Over 15% of our student population has military family ties. We partner with the Eastlake Education Foundation to support technology initiatives at the school site.

Mission Statement

The Eastlake Middle School community will provide a positive and safe school culture where each student is empowered to grow emotionally and develop academically leading to resiliency and life-long success.

Five Core Beliefs

Learning - We believe all students should actively engage with a rigorous and comprehensive curriculum that prepares them for college and career opportunities. We believe that each student should have access to a wide variety of support systems depending on their needs.

Teaching - We believe each teacher understands that they too can grow in their practice by engaging and participating in productive collaboration with peers. We believe that each teacher provides a rigorous, engaging, and differentiated curriculum in order to meet the needs of a diverse student population.

Culture and Climate - We believe in an inclusive environment that encourages and promotes the Triton Traits of Self-control Resilience, Curiosity, Growth Mindset, Gratitude, Kindness, Enthusiasm and Teamwork.

Community Connections - We believe parents and community members should be positive partners in the academic and social-emotional success of each student.

Systems - We believe in aligning resources, organizational structures and school policies/processes/procedures to fulfill our Mission and District LCAP goals.

Eastlake Middle School's daily mantra is "Be Kind ~ Be Awesome ~ Make the Right Choices."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	820
Grade 8	791
Total Enrollment	1,611

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
American Indian or Alaska Native	0.6%
Asian	3.8%
Black or African American	6.6%
Filipino	14.2%
Hispanic or Latino	48.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.6%
White	16%
English Learners	8.7%
Homeless	0.2%
Socioeconomically Disadvantaged	26.4%
Students with Disabilities	11.8%

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)	54.70	84.21	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	3.78	57.40	3.48	12115.80	4.41
Unknown	7.70	11.98	443.50	26.88	18854.30	6.86
Total Teaching Positions	65.00	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)	50.70	83.86	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.10	0.26	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	1.82	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	2.70	56.80	3.36	11953.10	4.28
Unknown	6.80	11.35	151.70	8.98	15831.90	5.67
Total Teaching Positions	60.40	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	0.00	0.00
Misassignments	0.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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.

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	2.00	1.60
Local Assignment Options	0.40	0.00
Total Out-of-Field Teachers	2.40	1.60

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)	6.1	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.9	0

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

See attachment - List of Courses and Textbooks ELM 20/21

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
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Reading/Language Arts	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 consistent with the textbook cycle in 2017-2018. 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	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math I (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) 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	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. 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	0.0
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. 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	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. 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	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. 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	0.0
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	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

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 <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

Year and month of the most recent FIT report

9/08/22

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			Wallpaper peeling district notified. (WO #58230), Blinds at entrance need repair. WO 54578,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Cement by door keeps getting lift(District is aware and re-grinds floor every couple of months), Outside light not working. Wo54677,
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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)	61	66	50	48	47	46
Mathematics (grades 3-8 and 11)	43	44	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	1616	1558	96.41	3.59	65.85
Female	780	758	97.18	2.82	69.93
Male	836	800	95.69	4.31	62.00
American Indian or Alaska Native	--	--	--	--	--
Asian	62	60	96.77	3.23	86.67
Black or African American	112	109	97.32	2.68	48.15
Filipino	228	223	97.81	2.19	86.04
Hispanic or Latino	788	756	95.94	4.06	56.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	160	154	96.25	3.75	72.08
White	254	244	96.06	3.94	75.00
English Learners	132	119	90.15	9.85	12.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	108	107	99.07	0.93	65.42
Socioeconomically Disadvantaged	447	424	94.85	5.15	50.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	194	174	89.69	10.31	26.01

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	1616	1539	95.24	4.76	43.96
Female	780	745	95.51	4.49	42.26
Male	836	794	94.98	5.02	45.56
American Indian or Alaska Native	--	--	--	--	--
Asian	62	60	96.77	3.23	72.88
Black or African American	112	106	94.64	5.36	33.96
Filipino	228	221	96.93	3.07	65.61
Hispanic or Latino	788	742	94.16	5.84	34.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	160	153	95.63	4.37	49.67
White	254	245	96.46	3.54	46.31
English Learners	132	122	92.42	7.58	5.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	108	105	97.22	2.78	48.57
Socioeconomically Disadvantaged	447	420	93.96	6.04	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	194	171	88.14	11.86	12.50

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)	41.35	32.64	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	797	771	96.74	3.26	32.64
Female	375	365	97.33	2.67	30.85
Male	422	406	96.21	3.79	34.24
American Indian or Alaska Native	--	--	--	--	--
Asian	27	26	96.30	3.70	73.08
Black or African American	53	52	98.11	1.89	21.15
Filipino	127	125	98.43	1.57	51.20
Hispanic or Latino	386	370	95.85	4.15	21.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	68	98.55	1.45	50.00
White	129	124	96.12	3.88	33.87
English Learners	50	49	98.00	2.00	4.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	49	48	97.96	2.04	45.83
Socioeconomically Disadvantaged	221	214	96.83	3.17	14.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	85	88.54	11.46	9.52

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 7	95%	89%	97%	88%	96%

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

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 parent nights regarding our instructional programs, orientation program, school culture and climate programs and performance opportunities. Involvement opportunities include:

- School Site Council (SSC) - contact Gavin Ching
- English Learner Advisory Committee (ELAC) - contact Sophia Gray
- District Advisory Committees participation (DPAC and DELAC) - contact Sophia Gray
- Parent/Teacher/Student Organization (PTSO) - contact Maria Jaramillo
- Military Grant Committee - contact Luis Lopez
- EduAbroad - contact Maria Jaramillo
- Parent and Student Orientation for incoming 7th Grade Parents - contact Luis Lopez
- Eastlake Education Foundation (EEF) - contact Maria Jaramillo
- School Volunteers (ASB/Library) -contact Derrick Almero (ASB) OR Camille Gonzalez (Librarian)
- Incoming 7th grade parent meetings/Involvement Opportunities
- Conferences and Parent/Teacher Communication via Jupiter Grades, online correspondence and in-person meetings
- Various Guest Speakers
- Counselor Presentations to the feeder schools
- P3 Tips in conjunction with Chula PD (community awareness and safety app)
- Triton Day - contact Maria Jaramillo
- Annual Community Luau - contact Derrick Almero (ASB)
- Coffee with the Principal - contact Maria Jaramillo
- Triton of the Week Celebrations for Students and Parents - contact Derrick Almero
- VAPA Performances (Orchestra, Band and Choir) - contact John Academia
- Middle School Sports - contact Josue Villegas
- Mini CABE -contact Sophia Gray

2023-24 Opportunities for Parental Involvement

- Dare to Dream UCSD African American Conference
- Adelante Latino/Adelante Mujer Conference
- Magkaisa Filipino Conference

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1704	1671	251	15.0
Female	826	809	117	14.5
Male	878	862	134	15.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	10	10	0	0.0
Asian	64	63	6	9.5
Black or African American	121	118	19	16.1
Filipino	230	229	16	7.0
Hispanic or Latino	845	824	152	18.4
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	147	143	16	11.2
White	266	263	41	15.6
English Learners	167	159	22	13.8
Foster Youth	4	3	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	490	473	106	22.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	210	204	56	27.5

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	0.18	7.82	5.52	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.31	0.12	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	5.52	0.12
Female	3.27	0.24
Male	7.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.92	0.83
Filipino	2.17	0
Hispanic or Latino	6.98	0.12
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.76	0
White	3.76	0
English Learners	13.17	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	11.02	0.41
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.57	0.48

2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted annually to the Superintendent and Board for approval. Staff orientation and training completed by the AP in charge of safety during the beginning of the school year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

Develop CSSP - Approved by SSC annually

Annual Emergency Drills (Both semesters): (Fire Evacuation Drills, Earthquake Drills, Lockdown / Active Shooter Drills, Heightened Security Drills, Clear Room Drills)

Behavior Expectations Presentations (Fall / Spring)

Identify strategies and programs that provide safety on campus

Assessment of school culture in (survey data)

Action Team Safety

2023-24 School Safety Plan

Restorative Practices

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	38	9	18	29
Mathematics	36	10	15	30
Science	28	5	52	
Social Science	31	4	14	32

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	31	8	5	38
Mathematics	31	5	19	26
Science	29	3	46	3
Social Science	31	3	17	28

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	10	14	32
Mathematics	31	5	20	27
Science	30	5	46	3
Social Science	32	3	11	35

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	358

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)	4.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8.1

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	5991.33	3.75	5987.58	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-47.9	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-34.0	-5.1

Fiscal Year 2022-23 Types of Services Funded

General Operations - services, materials, and support to the general education program through site discretionary funds. Aside from the discretionary funds, some funds are earmarked to support specific services.

- Special Projects - monies from agencies (e.g., federal, state, community) 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
- EduAbroad donations

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%

Professional Development

Eastlake Middle School provided professional development to all staff to support their work. In addition to the academic professional development opportunities, ELM also focused on the socio-emotional learning (SEL) teaching and learning. Much of the PD provided in the last two years focused on SEL. Below are the PD opportunities for staff for the last three years.

Schoolwide Staff PD:

- Book Reading: "Beyond the Surface of Restorative Practices"

Socio-Emotional Learning PD:

- Encouraging the SEL component in daily lessons in class
- Quarterly training on the CASEL SEL Competencies
- The First Ten Days: Incorporating SEL Into Your Daily Instruction

Restorative Practices PD

- Ensuring a full time staff member to support our students and staff with PR practices

Professional Development

- Back to Basics Understanding on Restorative Practices
- RP Training for Restorative Teachers
- RP Training for additional staff members interested in a refresher RP session

Culture and Climate Committee PD

- Providing a space every month for Culture and Climate committee to meet
- Providing teachers with weekly suggestions on how to strengthen their relationships with Students
- Attending the San Diego County Office of Education National Equity Conference

Technology PD

- Screencastify, Peardeck, Google Classroom, TEAMS, Ed Puzzle, Twig

Math PD

- Delta Math PD

Science PD

- Vernier Equipment PD

Weekly PLC

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.

Admin Walkthrough Observation

Eastlake Middle teachers are supported through administrative observations, feedback, and resources made available to teachers (online, tools, etc.). Since the 2019-2020 school year professional development is focused on Social Emotional Learning (SEL), with a focus on Trauma Informed Care.

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	10