Eastside 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	Eastside High School
Street	3200 East Avenue J-8
City, State, Zip	Lancaster, CA 93535
Phone Number	661-946-3800
Principal	Blake Stanford
Email Address	bstanford@avhsd.org
School Website	https://www.eastsidehs.org
County-District-School (CDS) Code	19 64246 1995398

2023-24 District Contact Information

District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website	www.avdistrict.org

2023-24 School Description and Mission Statement

Eastside High School, home of the Lions, is located in the Antelope Valley, about 60 miles northeast of the Los Angeles basin, in Los Angeles County in the high desert at 3200 East Avenue J-8, in the city of Lancaster. Formally a rural community, the area is rapidly becoming urban/suburban. The Antelope Valley has a total population of approximately 542,000. Many parents commute to the Los Angeles area to work.

Eastside High School is the eighth and newest comprehensive high school in the Antelope Valley Union High School District that serves 23,000+ students and another 2,000 adult education students. The student body is composed of students from three primary feeder schools from Eastside Elementary School District and the Lancaster Elementary School District. The high school district and elementary district are not unified. The majority of students provide their own transportation to school, but buses are currently serving students who live more than three miles away. The school serves 9th - 12th with an enrollment of over 2600 students.

School Mission/Vision Statement:

Mission
Eastside High School is dedicated to empowering and inspiring students to strive for success, to set goals, and to become lifelong learners. This is achieved in a safe, mutually respectful learning community that provides students with the skills and knowledge necessary to succeed in today's technologically connected and global society.

Vision
EHS students will graduate with the skills and adaptability necessary to achieve their own personal goals and compete in an ever-changing worlds.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	670
Grade 10	708
Grade 11	656
Grade 12	616
Total Enrollment	2,650

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	0.3%
Asian	0.3%
Black or African American	22.3%
Filipino	1.2%
Hispanic or Latino	66.9%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	4.7%
White	4.2%
English Learners	11%
Foster Youth	2.8%
Homeless	1.8%
Migrant	0.2%
Socioeconomically Disadvantaged	69.4%
Students with Disabilities	19.5%

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)	83.70	76.20	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	2.70	2.47	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	13.20	12.05	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.90	3.59	76.10	7.63	12115.80	4.41
Unknown	6.20	5.68	57.30	5.74	18854.30	6.86
Total Teaching Positions	109.90	100.00	997.30	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)	86.30	76.06	758.20	76.16	234405.20	84.00
Intern Credential Holders Properly Assigned	6.20	5.50	21.10	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	11.50	10.21	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	3.00	73.00	7.34	11953.10	4.28
Unknown	5.90	5.21	66.40	6.68	15831.90	5.67
Total Teaching Positions	113.50	100.00	995.50	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	5.00	4.00
Misassignments	8.20	7.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	13.20	11.50

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	0.70	1.10
Local Assignment Options	3.20	2.20
Total Out-of-Field Teachers	3.90	3.40

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)	8.8	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.7	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

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017	Yes	0%

	SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017		
Mathematics	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
Science	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022 CA Miller Levine Experience Biology Copyright 3/2020 Adopted 5/26/2022 CA Experience Chemistry 2020 Adopted 5/26/2022 CA Experience Physics 2022 Adopted 5/26/2022	Yes	0%
History-Social Science	IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021	Yes	0%
Foreign Language	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	Yes	0%
Health	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
Visual and Performing Arts	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Eastside High School's administrative building was finished prior to the 2010-11 school year. The theater building was completed during the second semester of the 2010-11 school year. The school's football stadium was opened for use in 2014.

The Antelope Valley Union High School District maintains educational facilities that are safe, clean, and provide an educational environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit mandated for public schools in the state of California. The school district is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters, painters, heating/ventilation/air conditioning personnel, and one individual who operates the District's field mower. All sites receive operating funds for maintenance and operations from restricted funds identified for maintaining each campus. In addition, the District takes full advantage of the state's deferred maintenance funding program whereby a five-year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District-owned facilities.

Year and month of the most recent FIT report	11/21/2023

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			
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			
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)	30	33	33	34	47	46
Mathematics (grades 3-8 and 11)	7	5	8	10	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	595	574	96.47	3.53	33.45
Female	306	294	96.08	3.92	38.78
Male	289	280	96.89	3.11	27.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	119	117	98.32	1.68	21.37
Filipino	--	--	--	--	--
Hispanic or Latino	417	403	96.64	3.36	35.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	23	88.46	11.54	30.43
White	24	22	91.67	8.33	36.36
English Learners	73	69	94.52	5.48	5.80
Foster Youth	13	12	92.31	7.69	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	394	96.33	3.67	32.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	112	106	94.64	5.36	4.72

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	595	574	96.47	3.53	4.88
Female	306	294	96.08	3.92	4.76
Male	289	280	96.89	3.11	5.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	119	117	98.32	1.68	3.42
Filipino	--	--	--	--	--
Hispanic or Latino	417	403	96.64	3.36	3.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	23	88.46	11.54	4.35
White	24	22	91.67	8.33	13.64
English Learners	73	69	94.52	5.48	1.45
Foster Youth	13	12	92.31	7.69	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	394	96.33	3.67	3.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	112	106	94.64	5.36	1.89

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)	6.00	9.87	12.35	12.35	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	1192	1161	97.40	2.60	10.00
Female	606	593	97.85	2.15	11.15
Male	586	568	96.93	3.07	8.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	247	238	96.36	3.64	4.22
Filipino	14	13	92.86	7.14	7.69
Hispanic or Latino	833	816	97.96	2.04	11.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	39	95.12	4.88	10.26
White	46	45	97.83	2.17	17.78
English Learners	118	117	99.15	0.85	1.71
Foster Youth	26	25	96.15	3.85	4.00
Homeless	15	15	100.00	0.00	0.00
Military	16	15	93.75	6.25	13.33
Socioeconomically Disadvantaged	831	807	97.11	2.89	8.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	224	212	94.64	5.36	3.32

2022-23 Career Technical Education Programs

Eastside High School Career Technical Education (CTE) academies and pathways reflect an integrated approach to college and career preparation that includes academic and technical coursework, students supports and work-based learning opportunities.

Our school offers CTE pathways in the following industry sectors:

- Arts, Media, and Entertainment
o Multimedia Contemporary Design 1
 o Visual Imagery
 o Digital Media and Graphic Design
 o Studio Art: 2-D Design AP
 o Intro to Film and Video Theory
 o Digital Video Prod and Broadcasting
 o Sound Engineering 1 & 2
 o Stagecraft, Adv and Technology

- Education, Child Development, and Family Services
o Childhood and Adolescent Development 1
 o Social Emotional Learning: The Heart of Education
 o Child Family & Community

- Health Science & Medical Technology
o Principles of Biomedical Sciences Honors
 o Human Body Systems Honors
 o Medical Interventions Honors
 o Biomedical Innovation Honors
 o Sports Medicine
 o Advanced Sports Medicine
 o Sports Medicine - Clinical

- Information and Communication Technologies
o Computer Science Principles (AP)

After-school activities in CTE STEM fields give students additional opportunities to access career technical education content.

EHS offers two Career Academies where students are placed in cohorts by grade level which enhances their learning experience. The Biomedical Science Academy, a Gold Certified Linked Learning Academy, is a comprehensive program that includes rigorous academics and a four-course sequence. The Education and Social Service Careers Academy provides a foundation for students to continue their career pathway in K-12 education or the social services profession. Guest speakers, field trips, and internship opportunities are ingrained in the academies to allow students to learn all aspects of the career-focused programs.

Each industry sector has an advisory committee that includes members representing the local/regional workforce, and K-16 partners specific to the content area.

The district's CTE division supports EHS in the development and implementation of high-quality career pathways that address regional labor market needs. They work in conjunction with school sites, industry, and the community college to ensure students in the CTE programs at EHS can transition successfully after graduation to post-secondary and the workforce.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1060
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.4
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	93.08
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	35.95

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	77.38	76.31	76.77	76.31	78.00

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 are welcome to participate in school activities in a number of ways. Parents participate as members of the School Site Council, School Advisory Council, as well as participate in multiple booster clubs for various activities. EHS employs a full-time Parent Volunteer Coordinator who facilitates parents in giving assistance and support campus-wide. EHS opened a Parent

2023-24 Opportunities for Parental Involvement

Center in 2012 to encourage PowerSchool usage and assistance to parents in filling out school-related documents. School personnel are on hand to assist parents.

Regularly scheduled EL and AVID Parent Nights and celebrations are held throughout the school year. In addition, an EL Mini-Conference was held for students and parents to highlight A-G college requirements, PSAT/SAT information and information on how to read a student transcript. A district ELAC Meeting is held 1-2 times a quarter. In the 2022-2-23 school year EHS partnered with the Parent Institute for Quality Education (PIQE). PIQE supports English learners, immigrants, refugees and low-income families. Their focus is to "help enable parents' capacity to engage in their children's education and strengthen parent-teacher school collaboration." (piqe.org/californiaprograms/)

Academic Probation meetings are held quarterly after school for parents to understand the eligibility requirements for athletic participation. Separate conferences are held for each grade level. At least once a year we also hold other informative meetings including: College Fair, Making College a Reality, Senior Nights, School Showcase, Back To School Night, and other special nights for both students and parents. Once a month student parent-teachers meetings are offered and are highly attended.   We also have a separate Parent Night in the Spring for AVID.

C. Engagement	State Priority: Pupil 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	16	9.2	7	18.3	9.8	13.8	9.4	7.8	8.2
Graduation Rate	83.6	86.9	83.8	71.9	80.6	75.9	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	586	491	83.8
Female	289	247	85.5
Male	297	244	82.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	124	95	76.6
Filipino	--	--	--
Hispanic or Latino	398	342	85.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	22	20	90.9
White	26	21	80.8
English Learners	78	60	76.9
Foster Youth	31	18	58.1
Homeless	16	8	50.0
Socioeconomically Disadvantaged	549	459	83.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	110	68	61.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2937	2833	841	29.7
Female	1451	1403	422	30.1
Male	1486	1430	419	29.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	2	28.6
Asian	7	7	0	0.0
Black or African American	687	648	265	40.9
Filipino	31	31	3	9.7
Hispanic or Latino	1937	1882	482	25.6
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	143	137	50	36.5
White	121	117	39	33.3
English Learners	344	330	108	32.7
Foster Youth	116	100	51	51.0
Homeless	73	66	35	53.0
Socioeconomically Disadvantaged	2228	2145	685	31.9
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	571	550	273	49.6

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	0.04	7.17	7.42	0.07	7.19	8.27	0.20	3.17	3.60
Expulsions	0.00	0.13	0.61	0.00	0.17	0.21	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.42	0.61
Female	6.34	0.28
Male	8.48	0.94
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	16.3	1.75
Filipino	0	0
Hispanic or Latino	4.49	0.26
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.39	0
White	4.96	0.83
English Learners	4.94	0.29
Foster Youth	21.55	3.45
Homeless	6.85	0
Socioeconomically Disadvantaged	8.21	0.72
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.19	1.05

2023-24 School Safety Plan

Our Safety plan is a resource of information designed to assist our staff in dealing with crime and emergencies on campus. The information in the plan encompasses the following areas: crime assessment, policy, and procedures, evacuation plans, people and programs, physical environment and compliance. It is designed to maintain consistency regardless of which staff member or administrator is dealing with situations on campus. A complete copy of the School Safety Plans can be obtained in the Administration Office.

Our focus areas include increasing school safety while expanding and emphasizing school pride by reducing referrals for fighting, gang activity, and graffiti. The Staff of EHS is trained to identify and recognize signs of at-risk youth and how to access resources and programs within the EHS community. Evacuation and Lockdown Drills are held.

Eastside High School requires all students to present their IDs prior to entering campus. An additional campus supervisor will patrol the perimeter of EHS during school hours. In support of students' emotional and social development, EHS has identified six mentors to work with students throughout the day helping them to focus on their attendance, academic and school participation. Additionally in the 2023-2024 school year EHS will be getting a modification to the front entry point so that each person arriving has to be buzzed in prior to accessing out campus.

District Statement: We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

2023-24 School Safety Plan

For more than 25 years, we have had a dedicated school deputy on campus daily. In addition to this, we continue to focus on our students' social emotional needs through various programs and counseling outreach, provide safety training to our students and staff, and underscore the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

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	20	66	41	29
Mathematics	22	46	35	28
Science	23	27	18	24
Social Science	24	31	13	40

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	19	79	37	29
Mathematics	20	60	40	21
Science	23	29	19	21
Social Science	22	43	15	34

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	20	72	32	32
Mathematics	20	58	27	29
Science	21	32	17	20
Social Science	22	41	15	37

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	530

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	6.4

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	$9,590.93	$3,301.79	$6,289.14	$151,141.02
District	N/A	N/A	$6,769.67	$84,747
Percent Difference - School Site and District	N/A	N/A	-7.4	58.5
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	-4.7	46.5

Fiscal Year 2022-23 Types of Services Funded

Eastside High School is currently a school-wide Title I school, with a majority of its students qualifying for Title I funds. There are several services and programs offered at Eastside to assist students and families meet the District and Site LCAP Goals. Literacy Support classes are offered for students who do not read and write at grade level. In order to ensure students are successful in their ELA and Math classes, students are placed in support classes based on their NWEA scores. These classes use Read 180 to teach reading and writing skills so students can make gains in their literary skills at or above grade level. Math Intervention and support classes such as Algebra 1 Support and math support are offered. The use of daily planners supports organizational skills, time management and school-to-home communications.

The Special Education program, an inclusion model, provides assistance from instructional aides and special education teachers in the classroom to support all students in meeting the standards. Literacy Support and ESS classes provide time to ensure goals for each Special Education student are met. Teachers and the Special Education support staff implement student accommodations to ensure the opportunity for academic success. A Teacher on Special Assignment also provides ongoing staff development and is present during transition IEPs for students coming to high school from feeder schools.

We offer the LINK Crew Program, a mentor program specifically designed for the transition from Junior High to High School. Through this program, 9th grade students attend a summer orientation and various activities throughout the year. In addition, our AVID Program currently serves several hundred students. The program places special emphasis on growing college readiness, writing, critical thinking, teamwork, organization and reading skills. These skills are taught and utilized campus-wide by all students, EHS is currently honored as an AVID Demonstration School.

At Eastside, we provide a before school and after school educational enrichment program for at-risk secondary students, in addition to Saturday Schools. The programs are designed to demonstrate that the trend of low academic student achievement can be reversed and that all students can master academic standards if they are given the time, support, resources, and instruction that focuses on their academic needs. Substantial features of our after school program is that we have chromebooks available for our students and teacher tutors of different academic disciplines.

At Eastside, there is a Foster Liaison on campus on a regular basis to work with Foster students and their needs on campus. The Community Attendance Worker (CAW) on campus works with the Foster and Homeless students and helps with providing city bus passes, school supplies/backpacks, PE clothes, and takes students shopping for school clothes with provided vouchers.
The EL Department here at Eastside High School serves our students first and foremost by creating a curriculum to help students achieve English proficiency. The EL Department also provides quarter monitoring of students' grades and works with the Counseling office to ensure these students are in the classes they need to be and receive the resources they need. We have a bilingual secretary that assists with communication to the parents, we have a bilingual aide that assists the students who are still learning English. We also administer the ELPAC test yearly to help measure if our students can be reclassified. We have equipped all classrooms with a class set of chromebooks and Promethean boards to bridge the gap and most importantly increase student academic achievement.

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	$44,858	$57,234
Mid-Range Teacher Salary	$78,508	$95,467
Highest Teacher Salary	$115,694	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$153,476
Average Principal Salary (High)	$150,161	$173,198
Superintendent Salary	$280,000	$277,572
Percent of Budget for Teacher Salaries	28.26%	31.17%
Percent of Budget for Administrative Salaries	4.38%	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	43

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	1
English	11
Fine and Performing Arts	1
Foreign Language	3
Mathematics	4
Science	3
Social Science	20
Total AP Courses Offered Where there are student course enrollments of at least one student.	43

Professional Development

Teachers have multiple opportunities to participate in voluntary and mandatory professional development sessions. These take place during staff meetings, department meetings, Professional Learning Communities, and other optional Professional Development sessions that occur monthly outside of the school day. In addition, teachers have the option of attending district trainings and/or collaborating either during the school day or after school. Finally, teachers are given opportunities to attend conferences outside of the district through LACOE, the College Board, and other agencies in conjunction with district offered pd.

To support teachers in implementing the various professional development initiatives, Eastside High School has identified a variety of instructional partners and coordinators who have varying periods of release time to observe, conference, plan, and co-teach with other teachers. Teachers are encouraged to observe each other in implementing strategies, and consistent follow-up in Professional Development sessions ensures that there is a clear focus and direction to our Professional Development. The professional development plan continues to evolve based on data collected and identified the needs of our faculty, staff, and students. Additionally, EHS has partnered with Catapult learning to support literacy across the curriculum through the catalyst of well thought out and structured lesson plans. We utilize the Core Instructional Model which supports collaboration, objective and goal setting with measurable outcomes, identifying student success, student active participation, assessing student learning, collaboration and the gradual release process. Teachers participate in differentiated professional development towards this goal with opportunities before and after school as well as during the school day.

All teachers are trained in AVID Strategies (WICOR), Catapult, (Core Instructional Model) and new teachers have an IP who works with them. New teachers go through AVTI for support and to clear their credentials. The District Office also offers regular professional development opportunities scheduled through EdCentral. Teachers are also encouraged to complete their Google certifications and are paid for their time to complete the certifications up to three levels. The District Office has also partnered with Alludo Learning and teachers are able to be paid for 10 hours of professional learning completed through Alludo.

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	6		