



Olympic View Elementary School

1220 South Greensview Drive • Chula Vista, CA 91915 • (619) 656-2030 • Grades K-6

Lisa Lines, Principal

lisa.lines@cvesd.org

www.olympicviewgoldeneagles.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

84 East J Street

Chula Vista, CA 91910-6100

(619) 425-9600

www.cvesd.org

District Governing Board

Leslie Ray Bunker

Armando Farias

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**Deputy Superintendent, Business
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Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Olympic View School is one of 49 schools in the Chula Vista Elementary School District, including charters. Olympic View was built in 1995. Each of its five academic buildings has four classrooms and a workroom. Fourteen permanent portables have been added to accommodate Olympic View's growth.

Mission

The Olympic View community believes "It takes an entire village to raise a child." Our children are at the center of all our decisions. Olympic View Elementary School provides a rigorous, well-balanced education, preparing students for the 21st Century.

We value the development of the whole child. At Olympic View, students reach their highest potential intellectually, physically, emotionally, and socially. Building on a strong foundation of academics, students acquire the skills to be literate, creative, constructive, and contributing citizens.

Olympic View students are prepared to compete in a technologically advanced world. They value tolerance, respect and diversity. Upon leaving Olympic View, students are responsible, resilient, lifelong learners who "make every minute count". Students appreciate Olympic View as an essential building block in their personal and academic growth.

Our entire community embodies the Olympic spirit by modeling positive human relations. Families, students, staff, community, and businesses work together to make decisions while accepting the responsibility for the success of our children. We ensure a safe environment in which all individuals have a sense of belonging and everyone is treated with dignity and respect. Olympic View serves as a center where activities and programs enrich the entire community in the areas of fine arts, academics, technology, and physical well being. The Olympic View community is dedicated to preparing our students for the ever-changing future. Olympic View's Shared Vision is the result of collaboration among students, staff, parents, EastLake High School, EastLake Middle School, the EastLake Educational Foundation, and community businesses.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	102
Grade 1	103
Grade 2	96
Grade 3	118
Grade 4	114
Grade 5	126
Grade 6	126
Total Enrollment	785

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.3
Asian	4.5
Filipino	16.6
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.5
White	14.4
Socioeconomically Disadvantaged	33.2
English Learners	20.1
Students with Disabilities	6.8
Foster Youth	0.3

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

Teacher Credentials			
Olympic View Elementary School	16-17	17-18	18-19
With Full Credential	31	32	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	NA	
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Olympic View Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high-quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st-century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards, and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Universe for Kindergarten to Sixth grade in English and Spanish. Adopted in Spring 2017. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math Houghton Mifflin Math Adoption for Kindergarten to Sixth grade in English and Spanish. Adopted Spring 2015. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Olympic View Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The District re-carpeted Olympic View facilities in July 2014. The Olympic View custodial staff performs basic cleaning operations daily while restrooms are monitored hourly.

Olympic View has a secured campus with six outside entry areas. There are two vehicle entrances into separate parking lots and drop-off/pick-up zones. Traffic patterns are monitored often to insure safety during times when students are picked up and dropped off. One of our noon duties has extended hours to monitor traffic flow in the South pick-up area. Adjustments to traffic patterns are discussed with the entire school community before permanent changes are made. There is always supervision in front of the school during dismissal time by the principal, and/or school staff. No student should remain on campus in an unsupervised area or activity. Students leaving campus during school hours must be checked out through the office by an adult listed on the student's emergency card. The teacher will be notified and the student will be dismissed to the office area. Any visitors to the school must check in and out through the main office's Raptor system.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	CR 701: AC unit very noisy CR 905 computer lab: AC unit noisy, ceiling tile stains.
Interior: Interior Surfaces	Good	502 storage: Dirty vents CR 304: Light cover stain CR 604: Restroom floor stains, ceiling tile stains. CR 903: Lamp lights out, drinking fountain low, house hold cleaners on top of sink, holes and stains in few ceiling and tiles. CR 905 computer lab: AC unit noisy, ceiling tile stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	402 office: Dirty vent, light switch block. 615 work room: cleaners under sink, hot water lever low pressure, missing ceiling tile, 2 lamp lights out, need organized. toilet building safety patrol storage: Dirty floor, tape over light switch
Electrical: Electrical	Fair	203/204 storage/office: light out 605 work room: 1 lamp out, 615 work room: cleaners under sink, hot water lever low pressure, missing ceiling tile, 2 lamp lights out, need organized. CR 201: Lamps out CR 204: 1 light out CR 501: Light out CR 502: Door doesn't close properly, lamps out CR 503: ext. cord laying across floor, Drinking fountain low pressure, light panel Dim CR 504: Light out and too dim CR 803: Loose door handle, wall damage, sink area dirty, outside light out. CR 906: ext. cord laying on floor, light covers has stains, door not closing properly, ceiling tile loose. Multipurpose Boys RR: Broken light cover, stains on floor, loose toilet seat. Multipurpose Womens RR: Light covers are loose, door not closing properly.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/4/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	615 work room: cleaners under sink, hot water lever low pressure, missing ceiling tile, 2 lamp lights out, need organized. CR 301: Drinking fountain low pressure CR 503: ext. cord laying across floor, Drinking fountain low pressure, light panel Dim CR 606: Urine stains on tile CR 903: Lamp lights out,drinking fountain low, house hold cleaners on top of sink, holes and stains in few ceiling and tiles. Multipurpose Girls RR: Feminine napkin box cover missing, loose toilet seat.
Safety: Fire Safety, Hazardous Materials	Good	615 work room: cleaners under sink, hot water lever low pressure, missing ceiling tile, 2 lamp lights out, need organized. CR 402: Household under sink, paint under sink. CR 801: Household cleaners under sink. CR 903: Lamp lights out,drinking fountain low, house hold cleaners on top of sink, holes and stains in few ceiling and tiles. CR 907: Households under the sink Stage: Boxes, paper roll holder, ladder, etc stored in stairwell impeding egress on both sides of stage, fire riser room door drags on tile floor when closing.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	600 custodian/electrtical: Door doesn't close properly CR 502: Door doesn't close properly, lamps out CR 906: ext. cord laying on floor, light covers has stains, door not closing properly, ceiling tile loose. Multipurpose Womens RR: Ligth covers are loose, door not closing properly. Stage: Boxes, paper roll holder, ladder, etc stored in stairwell impeding egress on both sides of stage, fire riser room door drags on tile floor when closing.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	68.0	67.0	62.0	65.0	48.0	50.0
Math	59.0	57.0	49.0	51.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	473	96.73	67.23
Male	242	231	95.45	59.31
Female	247	242	97.98	74.79
Black or African American	25	24	96.00	50.00
Asian	24	23	95.83	82.61
Filipino	73	73	100.00	79.45
Hispanic or Latino	260	250	96.15	60.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	67	97.10	71.64
Two or More Races	33	31	93.94	87.10
Socioeconomically Disadvantaged	190	185	97.37	57.84
English Learners	147	141	95.92	64.54
Students with Disabilities	53	51	96.23	11.76
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	478	97.75	56.69
Male	242	233	96.28	54.08
Female	247	245	99.19	59.18
Black or African American	25	24	96	33.33
Asian	24	23	95.83	82.61
Filipino	73	73	100	68.49
Hispanic or Latino	260	255	98.08	49.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	67	97.1	61.19
Two or More Races	33	31	93.94	74.19
Socioeconomically Disadvantaged	190	186	97.89	49.46
English Learners	147	146	99.32	54.79
Students with Disabilities	53	51	96.23	13.73
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact person: Linda Wong

Contact Person Phone Number: (619) 656-2030

Parents and parent organizations have been a continuing source of support and partnership for us. Parents, through School Site Council (SSC), Parent-Teacher Club (OPTC), Multicultural Family Association (MFA) also known as the English Learner Advisory Committee (ELAC), and schoolwide committees assist in decision-making at Olympic View. Volunteers provide valuable resources, giving their time, talent, and energy. Olympic View parents have generously donated hardware and software to the school. They also help us obtain these resources from their places of employment and other community member contacts.

Parent volunteers have been extremely helpful in assisting with Safety Patrol, GATE program, library, classrooms, assemblies, and on field trips. Volunteers are honored each year by Olympic View administration, staff, and students at Volunteer Appreciation Assemblies and throughout the year.

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.

School Safety Plan

Student safety, well-being, and self-esteem are promoted by activities including lock downs, fire, emergency, and earthquake preparedness drills, bus evacuation drills, shelter-in-place, playground supervision, Adolescent Growth Education, child abuse awareness, anti-bullying assemblies, No Place for Hate activities, a School Safety Patrol, Student Council, and Philanthropy Club that provides community service. Olympic View has the benefit of the entire community looking out for the safety of our students. Olympic View Elementary prides itself on the accepting environment we create for our students. Teachers, staff, and parents work together to ensure that all students feel safe when coming to school. Healthy choices, including walking to school is encouraged through "Safe Routes to School". This community lives the saying, 'It takes an entire village to raise a child.' Families keep a close eye on the school during, as well as after school hours, and on weekends. Many community groups and after school programs use the campus for positive activities.

The Olympic View Safe Schools Plan and Emergency Response Team Roster were reviewed by a committee composed of parents and teachers, then circulated to the staff for feedback, and finally approved by the SSC on Sept. 18, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.0	0.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.8
Psychologist	.8
Social Worker	.4
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	24	26	1			3	4	4			
1	25	25	23				4	4	4			
2	23	22	21		1	2	5	4	3			
3	22	23	24	1			4	5	5			
4	30	30	29				4	4	4			
5	26	30	30	1			5	4	4			
6	30	24	27		1		4	5	5			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of the School Plan for Student Achievement (SPSA). A variety of data reports are used to analyze growth towards meeting achievement goals as described in the SPSA. Professional Development sessions are held on modified Fridays at school, whole day or half day trainings away from school, and after school on a voluntary basis.

In 2014-15, staff received PD by attending District academies and sessions provided by the site Resource Teacher. The ELA focus has evolved to increase student achievement in reading comprehension by integrating reading and writing, listening, and speaking. PD is on the implementation of text complexity, writing from different sources, and explicit and incidental vocabulary. Professional Development In-services for Achieve 3000 is conducted to engage teachers in the full features of this program for 2nd through 6th grades.

The mathematical focus is to integrate the 8 mathematical practices with the CCSS content standards to increase student achievement. PD is on the implementation of Eureka Math and conceptual understanding along with student expertise in skills.

Three hours of collaboration time two times per quarter for each grade level is provided for staff to work together in implementing the CCSS in the curriculum.

In 2015-16, based on CAASPP and local measure data, the school's ELA focus on increasing student achievement in reading comprehension by integrating reading, writing, listening, and speaking was continued. The school Resource Teacher, conducted monthly professional development for staff on the 4T's (text structure, text features, text complexity, and implicit/explicit text vocabulary) and the 4E's (evidence, elaboration, example, and explanation) to support evidence-based responses in both speaking and writing.

In the area of math, there was a continued focus on the 8 mathematical practices in conjunction with the CCSS to increase student achievement. All teachers attended a summer professional development session in mathematics. In addition, our school Resource Teacher worked with staff on accountable talk in the classroom with a focus on questioning, prompting, and cueing to increase student discourse.

Furthermore, teachers were supported through multiple trainings with Achieve 3000 representatives to focus on instructional technology to support critical thinking and problem-solving.

Teachers also received three hours of collaboration time two times per quarter for each grade level to work together in implementing the Common Core State Standards and specifically focus on the areas of language and math instruction as mentioned above.

In 2016-17, based on CAASPP and local measures data, the school's focus moved toward mathematical problem-solving to improve students achievement.

The District Resource Teacher met with each grade level every Friday in August and September to ensure all teachers were aware of the available math resources and how to use them.

A Math Parent Training was conducted in mid-September. Additionally, the District Resource Teacher met with the whole staff for vertical math collaboration in December 2016. Mathematically strategies such as number talks, problem-solving, student discourse, and math academic vocabulary were implemented in Kindergarten through 6th grade.

The District GLAD Resource Teachers provided professional development on incorporating GLAD strategies in math.

During collaboration time, teachers viewed model lessons, co-taught, and coached each other in small group instruction guided by our Resource Teacher.

Teachers also received 1.5 hours of collaboration time every week for each grade level to work together to implement the Common Core State Standards and specifically focus on the area of math instruction to increase student learning.

In 2018-19 Our School focus was Deepening thinking and understanding around math problem solving through collaborative conversations and discussions while enhancing student efficacy and social emotional growth. This focus was chosen based on data analysis of the SBAC, Hanover and Ca. Healthy Kids survey.

In Sept. 18, we started our first professional learning cycle with SEL with Sanford Harmony. Our resource teacher met with the whole staff for Sanford Harmony Training. Teachers had time to work with the curriculum and support each other and then we had a round of observations that concluded with a virtual walkthrough.

In October, our ILT presented on student efficacy and success criteria. We followed this with training from our District math and science resource teacher in the 3 reads problem solving strategy. Our resource teacher modeled and co taught lessons on this strategy. Teachers had the opportunity to observe each other and then we followed with a round of observations. District resource teacher then met in collaboration with each grade level and trained them in using the framework to develop learning intentions, success criteria and to make sure instruction is rooted in the standards.

In January, school wide we looked at a problem solving standard K-6 and discussed the progression of learning intentions.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Multiple funding sources provide additional personnel and instructional materials to strengthen our core curriculum:

- * EastLake Educational Foundation (EEF) donations and site funds are used to fund a part-time Computer Lab Technology Assistant.
- * Site funds are used to fund two part-time Library Media Techs.
- * Site funds are used to fund after-school K-6 Homework Club (one hour/two days per week)
- * LCFF-LEP and site funds are used to provide a full-time LEP aide to support our second language learners and meet state compliance issues.
- * LCFF-SCE and LCFF-LEP funds are used to provide enrichment classes after school.
- * OPTC provides grants to teachers for additional classroom support materials and school assemblies.
- * LCFF-SCE and LCFF-LEP funds are used to support funding needs for educational computer programs to support and increase student achievement, and also to provide enrichment classes for students on Fridays.

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).

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,105.37	\$2,003.34	\$7,102.03	\$80,713.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-2.5	13.6
Percent Difference: School Site/ State			20.1	8.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.