Olympic View Elementary School

1220 S. Greensview Dr • Chula Vista, CA   91915 • (619) 656-2030 • Grades K-6
Lisa Lines, Principal
lisa.lines@cvesd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

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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 Statement: Olympic View Golden Eagles belong, learn, and lead to succeed

Mission:

The Olympic View Community believes that ALL students, staff, parents and community members are leaders. We are a Leader in Me school and focus on developing the 7 habits of highly effective people. Students are encouraged to develop and share their passion by leading others. Students are given input on the decisions made at the school as well as developing clubs, leading initiatives, and leading activities and programs at our school.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	82
Grade 2	95
Grade 3	99
Grade 4	97
Grade 5	124
Grade 6	120
Total Enrollment	700

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.4
Asian	3.9
Filipino	17.4
Hispanic or Latino	53.1
Native Hawaiian or Pacific Islander	0.1
White	11.9
Two or More Races	7.7
Socioeconomically Disadvantaged	36
English Learners	19.9
Students with Disabilities	12
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Olympic View	18-19	19-20	20-21
With Full Credential	31	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	34
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Olympic View Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	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 2020-21)

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 2020

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/7/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	501 office: Very cluttered, shelfs not secured 502 storage: bookcase not secure CR 301: 1 stain ceiling tile, 2 cabinets not secure CR 601: shelf behind teacher not secure CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, chemicals under sink, counter top missing. Multipurpose Girls RR: loose toilet seat, stained mirror Multipurpose Room: Wall paper has hole back wall Principal: 1 broken ceiling tile Room A: 1 stain ceiling tile room A south, IT box exposed. toilet building safety patrol storage: tape over light switch, shelf not secured
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	402 office: Dirty vent, light switch block, 5 shelf not secure.
Electrical: Electrical	Fair	600 custodian/electrtical: exhaust fan does not work. CR 703 kinder: household chleaners under the sink, open IT box behind TV. CR 801: Open IT box on N wall. CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, chemicals under sink, counter top missing. CR 902: Door doesn't close properly, 2 lights out CR 904: Electrical socket under the TV is loose. CR 907: Household cleaners under sink, 1 light out, 1 stained ceiling tile Kitchen: Fly fan not on Multipurpose Men's RR: light out Multipurpose Womens RR: 1 light out Room A: 1 stain ceiling tile room A south, IT box exposed.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	615 work room: hot water lever low pressure CR 202: sink handle falls off. CR 304: sink trap leaks. CR 606: Urine stains on tile, plug in diffuser, 7 ceiling tiles falling out. Multipurpose Boys RR: stains on floor, loose toilet seat. Multipurpose Girls RR: loose toilet seat, stained mirror Toilet bldg. Mens RR: 2 loose toilet seats.
Safety: Fire Safety, Hazardous Materials	Good	CR 302: chemicals under sink CR 402: Household under sink CR 403: chemicals under sink CR 504: weather strip on door is broken, household cleaners under sink CR 606: Urine stains on tile, plug in diffuser, 7 ceiling tiles falling out. CR 703 kinder: household chleaners under the sink, open IT box behind TV. CR 802: cleaner under sink CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, chemicals under sink, counter top missing. CR 907: Household cleaners under sink, 1 light out, 1 stained ceiling tile
Structural: Structural Damage, Roofs	Good	CR 301: 1 stain ceiling tile, 2 cabinets not secure CR 905 computer lab: stained ceiling tiles CR 906: 1 stained ceiling tile CR 907: Household cleaners under sink, 1 light out, 1 stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	200 custodian: door sticks 200 electrical: Cobwebs door not closing properly. CR 401: door not closing properly CR 502: Door doesn't close properly CR 504: weather strip on door is broken, household cleaners under sink CR 604: front door not closing properly CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, chemicals under sink, counter top missing. CR 902: Door doesn't close properly, 2 lights out Multipurpose Womens RR: 1 light out Play Toy: Broken yellow pole cover under main platform, needs wood chip at base of slide. Playground: Loose chain link with wires sticking out and goal E chainlink broken botton wire. Stage: fire riser room door drags on tile floor when closing.
Overall Rating		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	72	N/A	64	N/A	50	N/A
Math	61	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	35	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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.

Parents lead the way in many of our school activities. Some of these are: Packet Pick up Night, Back to School BBQ, Fall Festival, Book Fair, Fun Run, Kid's Heart Challenge, Valentine's Dance, Holiday Craft Night.

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 (School Year 2020-2021)

Student safety, well-being, and self-esteem are promoted by activities including shelter in place, secure campus,, fire, emergency, and earthquake preparedness drills, bus evacuation drills,, playground supervision, Adolescent Growth Education, child abuse awareness, anti-bullying assemblies, Leader In Me, a School Safety Patrol, Student Council, One Club, 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 as well as our morning mileage club. 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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.1	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.4

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	26		4		19	3	1		21	1	3	
1	23		4		23		4		21	2	2	
2	21	2	3		23	1	4		19	2	3	
3	24		5		25		4		20	2	3	
4	29		4		31		4		24	1	3	
5	30		4		28		4		25	1	4	
6	27		5		29		4		30		4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

For the 19-20 School year, we are continuing our focus from 18-19 and going deeper. We are also focused on SEL and we received Silver Recognition for Tier I implementation. We are working on Tier II this year and focused on behavior supports. We are also embarking on Leader In Me, as this is our first year of implementation.

We had 7 habits training in both July and October, as well as on site coaching from a Leader in Me Coach. We have developed a Lighthouse Team that is in charge of the timeline for roll out. Each teacher has committed to being on a passion team that is led by one of the lighthouse members. The Passion Teams consist of: Adult Professional Learning, Student Learning, Environment, Leadership Events, Family Learning, Student Learning.

20-21: We are continuing our Leader in Me training with the CORE 2 professional development from our Franklin Covey Coach. We also had Training with Viincent Pompei on Welcoming Schools. Teachers received training in iReady as well as various Tech resources for Distance Learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
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/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,151.84	3,501.48	8,650.36	91,907
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	11.7
School Site/ State	11.0	8.8

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

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.

* LCFF-LEP and site funds are used to provide a part-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.
* Title I funds used for computers as well as 2 Instructional IA's.

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.