



Olympic View Elementary School

1220 S. Greensview Dr • Chula Vista, CA 91915 • (619) 656-2030 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Chula Vista Elementary School District

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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:

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, 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	104
Grade 2	102
Grade 3	99
Grade 4	122
Grade 5	113
Grade 6	114
Total Enrollment	732

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.3
Asian	4.6
Filipino	17.1
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	0.3
White	10.8
Two or More Races	6.8
Socioeconomically Disadvantaged	34.3
English Learners	25.3
Students with Disabilities	9.4
Foster Youth	0.1
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	17-18	18-19	19-20
With Full Credential	32	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Olympic View Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2019-20)

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%

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: 10/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	CR 701: IT box fell off wall. CR 905 computer lab: Ceiling tile stains.
Interior: Interior Surfaces	Good	502 storage: Dirty vents, 7 shelf not secured. CR 304: sink trap leaks. CR 604: Restroom door slams. CR 903: CR 905 computer lab: Ceiling tile stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	402 office: Dirty vent, light switch block, 5 shelf not secure. 615 work room: hot water lever low pressure, 1 light diffuser not secure, 1 stain tile 2 shelves not secured. toilet building safety patrol storage: Dirty floor, tape over light switch
Electrical: Electrical	Fair	203/204 storage/office: light out 605 work room: No hot water 615 work room: hot water lever low pressure, 1 light diffuser not secure, 1 stain tile 2 shelves not secured. CR 201: Lamps out CR 204: 1 light out CR 501: Light out CR 502: Door doesn't close properly, lamps out CR 503: 1 stained tile. CR 504: Light out and too dim, weather stip on door is broken, water pressure to low for drink faucet, house hold under sink, electric socket cover with fabric. CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, room smells chemicals under sink, counter top missing. CR 906: Light covers has stains, door not closing properly, 1 light out, 1 ceiling tile stained. Multipurpose Boys RR: Broken light cover, stains on floor, loose toilet seat.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Multipurpose Womens RR: Ligth covers are loose, door not closing properly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	615 work room: hot water lever low pressure, 1 light diffuser not secure, 1 stain tile 2 shelves not secured. CR 301: 4 lights out, 1 stain ceiling tile. CR 503: 1 stained tile. CR 606: Urine stains on til, plug in diffuser, 7 ceiling tiles falling out. CR 903: Multipurpose Girls RR: Feminine napkin box cover missing, loose toilet seat.
Safety: Fire Safety, Hazardous Materials	Good	615 work room: hot water lever low pressure, 1 light diffuser not secure, 1 stain tile 2 shelves not secured. CR 402: Household under sink, paint under sink. CR 801: Open IT box on N wall. CR 903: CR 907: Households under the sink, 1 light out, 1 stained ceiling tile. 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, exhaust fan does not work. CR 502: Door doesn't close properly, lamps out CR 906: Light covers has stains, door not closing properly, 1 light out, 1 ceiling tile stained. 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

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	72	65	64	50	50
Math	57	61	51	51	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.9	24.8	10.3

Note: 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.

**School Year 2018-19 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	451	442	98.00	71.72
Male	226	219	96.90	66.21
Female	225	223	99.11	77.13
Black or African American	17	17	100.00	58.82
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	91.30
Filipino	74	74	100.00	82.43
Hispanic or Latino	248	242	97.58	64.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	46	97.87	73.91
Two or More Races	36	35	97.22	88.57
Socioeconomically Disadvantaged	183	178	97.27	61.24
English Learners	144	138	95.83	69.57
Students with Disabilities	56	56	100.00	26.79
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 2018-19 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	451	447	99.11	61.07
Male	226	223	98.67	57.85
Female	225	224	99.56	64.29
Black or African American	17	17	100.00	35.29
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	78.26
Filipino	74	74	100.00	75.68
Hispanic or Latino	248	247	99.60	52.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	46	97.87	67.39
Two or More Races	36	35	97.22	77.14
Socioeconomically Disadvantaged	183	181	98.91	46.96
English Learners	144	143	99.31	55.24
Students with Disabilities	56	56	100.00	28.57
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 2019-20)

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

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.1	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.9
Other	3.0

* 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.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		4		26		4		19	3	1	
1	25		4		23		4		23		4	
2	22	1	4		21	2	3		23	1	4	
3	23		5		24		5		25		4	
4	30		4		29		4		31		4	
5	30		4		30		4		28		4	
6	24	1	5		27		5		29		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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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.

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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,105.37	\$2,003.34	\$7,102.03	\$80,713.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	13.6
School Site/ State	20.1	8.6

Note: Cells with N/A values 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.

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.