

# Eucalyptus Hills Elementary

11838 Valle Vista Road • Lakeside, CA 92040 • 619-390-2634 • Grades P-K

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<http://www.lsusd.net/Domain/271>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Lakeside Union School District

12335 Woodside Avenue  
Lakeside, CA 92040  
619-390-2600  
[www.lsusd.net](http://www.lsusd.net)

### District Governing Board

Keith Hildreth  
Gelia Cook  
Twila Godley  
Kevin Howe  
Bonnie LaChappa

### District Administration

David Lorden  
**Superintendent**  
Andy Johnsen  
**Assistant Superintendent of  
Education**  
Erin Garcia  
**Assistant Superintendent of Business**

### School Description

Eucalyptus Hills is a Transitional Kindergarten school consisting of 5 classrooms. We have 2 classrooms of 90/10 Spanish Immersion and 3 classrooms of traditional English instruction. We are dedicated to providing our students with the foundational behavioral and academic skills necessary to prepare our students for Kindergarten. We utilize School Wide Positive Behavior Interventions and Supports (SWPBIS) in which we explicitly teach our student the behavioral expectations they need to be safe, be respectful and responsible. In addition to SWPBIS, we also utilize the Sanford-Harmony Social Skills programs to teach our students cooperation, empathy and effective communication. We provide our students with a rigorous but age-appropriate academic instruction that prepares our students for the demands of Kindergarten. We are also equally dedicated to allowing our students the time to explore their environment, enhance their curiosity and imagination through play.

Our mission at Eucalyptus Hills is to develop solid behavioral and academic foundational skills for all students.

Our vision is that ALL Eucalyptus Hills students will be enthusiastic, confident, cooperative learners, actively engaged in their own learning.

## 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 619-390-2634 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	109
<b>Total Enrollment</b>	<b>109</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Filipino	0.9
Hispanic or Latino	29.4
White	67.9
Two or More Races	1.8
Socioeconomically Disadvantaged	43.1
English Learners	7.3
Students with Disabilities	3.7
Foster Youth	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Eucalyptus Hills Elementary	13-14	14-15	15-16
<b>With Full Credential</b>	5	5	5
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Lakeside Union School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Eucalyptus Hills Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.9	0.1
<b>High-Poverty Schools</b>	99.8	0.2
<b>Low-Poverty Schools</b>	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)

\* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement**

Parents are a vital component of our academic success. Parent volunteers, in and out of the classroom, provide invaluable support to our teachers and students. We have an active School Site Council that meets quarterly to provide Eucalyptus Hills with their input and feedback on the development of our Site Plan for Student Achievement (SPSA) and assist us in meeting our goals identified in our SPSA. Additionally, we have multiple programs that provide opportunities for our families to be active members of our school community. One such opportunity for parents was to talk to our students about their professional careers. We had military, paramedics, law enforcement and other professions represented. We have an active Booster Club and Garden Club. We keep our parents informed about upcoming events, district updates, classroom bulletins, flyers, etc. through Blackboard Connect (in both English and Spanish). We, at Eucalyptus Hills, understand the importance of our parents and are always seeking ways to collaborate with them and to include them as much as possible.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

The safety of our students and staff is of utmost importance at Eucalyptus Hills. Secure gates, traffic flow, mandated visitor sign-in, lunch/recess rotations, and pick-up procedures are all determined with school safety in mind. Eucalyptus Hills is an active member of the Community Safety Committee that reviews communal safety protocol twice a year. In addition, our school partners with local fire and law officials to conduct assemblies on safety and emergency protocol. Our School Site Safety Committee is composed of the following members: 1) The principal, 2) A teacher representative 3) At least one parent/guardian whose child attends the school, 4) One classified employee, 5) Other members if desired. (Ed Code 35294.1) This team oversees the School Safety Plan.

Eucalyptus Hills has a comprehensive Safety Plan that serves as a unified tool that guides all parties in the event of a school emergency. Staff members, students, and families practice the safety procedures outlined in the School Safety Plan to effectively and immediately respond to a natural disaster or threat. The School Safety Plan is revised and reviewed by the Eucalyptus Staff members at the beginning of the school year. We have monthly safety drills where we practice the procedures outlined in our safety plan.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate		0.00	0.00
Expulsions Rate		0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.47	2.57	1.69
Expulsions Rate	0.08	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K			22			2			3			

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)	0
Psychologist	.10
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
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.

### Professional Development provided for Teachers

Professional development for the 2014-2015 school year focused on the development of Transitional Kindergarten Standards and the correlating trimester benchmark assessments. The Eucalyptus Hills teachers meet in Professional Learning Communities on a weekly basis to review student progress. Eucalyptus Hills teachers will attend Sanford Harmony program training in addition to ongoing professional development for School Wide Positive Behavior Interventions and Supports. Professional development for the 2015-2016 school year will focus on the exploration, research, and implementation of play-based curriculum experiences for our students. The EH teachers have conducted research reviews on the importance of play for children and will be attending the Southern California Kindergarten conference to further develop their expertise. In addition, EH teachers will be teaming with Lakeside Farms teachers for ongoing Math Transformations trainings.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,683	\$42,723
Mid-Range Teacher Salary	\$66,486	\$65,936
Highest Teacher Salary	\$99,623	\$84,545
Average Principal Salary (ES)	\$109,021	\$106,864
Average Principal Salary (MS)	\$119,657	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$176,300	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,167		5,167	52,139
District	♦	♦	6,486	\$67,835
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-20.3	-23.1
Percent Difference: School Site/ State			-3.4	-24.5

\* Cells with ♦ do not require data.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.