

Eucalyptus Hills Elementary

11838 Valle Vista Road • Lakeside, CA 92040 • 619-390-2634 • Grades Transitional Kindergarten (TK)

Norma Sandoval, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Lakeside Union School District

12335 Woodside Avenue
Lakeside, CA 92040
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District Governing Board

Kevin Howe

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Gelia Cook

Twila Godley

Keith Hildreth

District Administration

David Lorden

Superintendent

Kamran Azimzadeh

Tina Brady

School Description

Mission Statement:

We, at Eucalyptus Hills, believe in providing our school-wide Transitional Kindergarten students a positive educational and social experience that prepares them for Kindergarten and lifelong experiences through school readiness and positive, relationship-building skills.

Our critical pedagogy curriculum engages students to be reflective and critical thinking problem-solvers for the 21st Century. In addition, our Spanish Immersion program provides students the challenge of acquiring academic content and cultural proficiency through a second language.

Our staff helps our Eucalyptus Hills Coyotes CHART their social skills by being

C ooperative
H onest
A ccepting
R esponsible and
T houghful

This year, we were honored to be part of the first district-wide adoption of the Sanford Harmony Program, focused on developing effective communication and relationship skills.

We are also proud to be among the elementary schools that applied to the statewide Civic Learning competition. With the collaboration of the Registrar of Voters and local news station that reported results, our students conducted a school election for the school mascot and playground colors on the same day as our General Elections, November 4th. Going through the process and having the results reported by the local news, gave students a first-hand electorate experience. Students even followed up with district personnel in the installation of the playground. This is one example of the critical-thinking lessons we provide at our site.

Parents are also an integral part of our classroom culture and contribute greatly to day-to-day classroom functions. Our Booster Club has been essential in fundraising and providing learning opportunities for our students.

Our Coyote Pack howls with success.

Norma Sandoval
Principal

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 619-390-2634.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

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	12-13	13-14	14-15
Fully Credentialed		5	5
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Lakeside Union School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	230
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Eucalyptus Hills Elementary	12-13	13-14	14-15
Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		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

2013-14 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
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* 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:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				
Overall Rating	Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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 our teachers and students the time to focus on academic rigor and the support to make our site run efficiently. We have room parents that help bridge the communication between home and school; providing families a liaison to turn to with questions. This year, our school garden is blossoming thanks to the help of several parents with holistic skills that teach our children about agriculture, health and perseverance. Art projects and scientific exploration are two other ways parents serve as co-educators sharing their wealth of knowledge with our children. Lunch With Your Child, Fun Friday Reading and evening events provide parents the opportunity to be present and engaged in our school culture. We communicate information to our parents through Blackboard Connect (in both English and Spanish), classroom bulletins, classroom announcement window, flyers, and teacher emails. Our administrator sends the weekly Blackboard emails and occasional phone reminders regarding the curriculum for the week, school activities, school forms, events, and other pertinent data to keep working parents engaged and aware of the daily learnings of their child. Being an exclusive Transitional Kindergarten site, we count on the support of our Parent Booster Club, which organizes activities & fundraising events that help finance our learning enrichment opportunities. Student field trips and hands-on activities are possible thanks to the active collaboration of our dedicated parents. We are truly grateful for our parents and are always looking for ways and ideas to engage them.

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 up with local fire and law officials to conduct assemblies on safety and emergency protocol. Our Restorative Justice approach to discipline allows us to promptly address bullying and anti-social behaviors by holding the offender responsible for repairing the harm against the victim. Our teachers are also trained in Sanford's Harmony Program that provides students the tools to enhance positive peer relationships and overall social behavior.

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. Our School Safety Plan was created as a preventive emergency-response for school staff and local authorities. It serves as a unified tool that guides all parties in the event of a school emergency. Staff members, students and families practice safe procedures outlined in the School Safety Plan to effectively and immediately respond to a natural disaster or threat.

Our recent School Safety Plan was edited on October 8, 2014. The plan includes procedures on the safe evacuation of students and personnel during a fire, earthquake, lock down, secure campus, or other threatening incidents inhibiting the school day instruction. Every month, we conduct a practice drill and discuss the areas of need in order to improve our emergency response awareness. We have active communication with parents about school and home safety, and welcome any suggestions that promote overall safety.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate			0.0
Expulsions Rate			0.0
District	11-12	12-13	13-14
Suspensions Rate	3.6	3.5	2.6
Expulsions Rate	0.0	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$67,643
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

Types of Services Funded at Eucalyptus Hills Elementary

Professional Development provided for Teachers at Eucalyptus Hills Elementary

Since this is our first formal year as a Transitional Kindergarten (TK) Site, our staff has benefited greatly from our weekly Wednesday professional development during Professional Learning Communities. We drew upon several standards including Kinder Common Core and Head Start to create our TK Standards. We have Trimester Goals and work collaboratively every week to create meaningful lessons built on Critical Pedagogy to challenge our students' thinking. Using formative assessments, we evaluate our teaching through data and modify it to address student achievement.

Our site has also been part of the district-wide professional development in the unveiling of our Teacher Effectiveness Framework. This revolutionary teacher evaluation growth model allows administrators and staff members the opportunity to engage in meaningful conversations centered on student achievement. As a small site with a new administrator, we have embraced this process and have increased the trust and authentic conversations that have empowered our teachers to be teacher leaders and reinforced the need for our administrator to listen and be accountable to all stakeholders through daily support and constructive feedback. Part of this development has also included being part of the district-wide Instructional Rounds, where we visit a district site and observe effective questioning techniques. These experiences allow us to watch expert peers in their practice and allow us the ability to reflect on how teachers can integrate the learnings into their practice.

Eucalyptus Hills staff has also engaged in professional training in its implementation of Sanford's Harmony Program; designed to promote social skills and positive relationships between students. Our site is proud to be part of the first national district-wide adoption of this program and has begun to see the results of teaching students effective conflict-resolution and relationship-building strategies.

In addition, our staff has attended various conferences to promote ongoing learning including San Diego's Computer Using Educators, California Association of Bilingual Education and Writing for Tears. Because we are a small site, our teachers are able to share their development with each other and enrich the overall educational experience for all of our students.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Eucalyptus Hills Elementary	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Lakeside Union School District	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
California	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Eucalyptus Hills Elementary	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Lakeside Union School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs