



# Eucalyptus Hills Elementary School

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

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

Lara Hoefer Moir

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

### **District Administration**

Dr. Andy Johnsen

**Superintendent**

Dr. Kim Reed

**Assistant Superintendent,  
Educational Services**

Erin Garcia

**Assistant Superintendent, Business  
Services**

## School Description

Eucalyptus Hills is a Transitional Kindergarten school consisting of 4 classrooms. We have two classrooms of 90/10 Spanish Immersion and two classrooms of traditional English instruction. All 4 classrooms collaborate daily and move the school forward with the vision that all EH students are "our students" rather than just the ones on our roster. 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 students the behavioral expectations they need to be safe, 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 play-based learning supports student literacy, math and science cognition, and social-emotional well-being.

Our mission at Eucalyptus Hills is to develop solid behavioral and academic foundational skills for all students whether in person, in hybrid, or in Distance Learning.

Our vision is that all Eucalyptus Hills students will be enthusiastic, confident, cooperative learners, and 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 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	107
<b>Total Enrollment</b>	<b>107</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
Asian	0.9
Hispanic or Latino	31.8
White	51.4
Two or More Races	12.1
Socioeconomically Disadvantaged	47.7
English Learners	4.7
Students with Disabilities	9.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Eucalyptus Hills	18-19	19-20	20-21
With Full Credential	5	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Eucalyptus Hills Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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)

### Textbooks and Instructional Materials

Year and month in which data were collected: n/a

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	n/a

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

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

The school was built in the early 1960s and has seen several programs on campus in the last 15 years. Seven years ago, Eucalyptus Hills became the exclusive TK program for the district. It was recently painted by the district. Buildings and restrooms are clean, well-equipped, and in good working order. We have a small playground with new equipment added this year and a large field. Our site is currently looking into adding additional shading space, new storage space and possible adding a restroom for the office.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

### 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: 8/27/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	2: 4. WATER DAMAGE TO SINK SPLASH GUARD. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 5: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 15. WINDOW IS BROKEN. 6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES. ADMIN: 4. CEILING TILES ARE TORN/HAVE HOLES. CARPET IS WORN AT ENTRY. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. FOOD SERVICE: 4. LINOLEUM FLOORING IS CRACKING ALONG COVE BASE. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY. STORAGE (SPEECH ROOM): 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. ELECTRICAL: 5. ROOM IS UNKEPT. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
<b>Electrical:</b> Electrical	Good	GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	2: 4. WATER DAMAGE TO SINK SPLASH GUARD. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 3: 11. PAINT IS PEELING ON EAVES. 4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 5: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 15. WINDOW IS BROKEN. 6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES.
<b>Structural:</b> Structural Damage, Roofs	Good	6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES. STORAGE (SPEECH ROOM): 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	5: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 15. WINDOW IS BROKEN. COVERED LUNCH AREA: 14. TRIP HAZARDS.
<b>Overall Rating</b>	Fair	

## 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		N/A		N/A		N/A
Math		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.

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		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.

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)

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 multiple programs that provide opportunities for our families to be active members of our school community. One such opportunity is Community Helpers Month. Community Helpers Month gives our parents the opportunity to talk to our students about their professional careers. We had military, paramedics, law enforcement, fire department and other professions represented. We are able to continue much of this community engagement via zoom during Distance Learning. We have an active Booster and Garden Club. Parent positions on the School Site Council are filled by an election. We keep our parents informed about upcoming events, district updates, classroom bulletins, flyers, etc. through Illuminate (in both English and Spanish). Our Coffee Talk with the Principal, Back-to-School night, and assemblies take place via zoom during this pandemic year, which allows all parents to partake in our school community. We, at Eucalyptus Hills, understand the importance of our parents and are always seeking ways to collaborate with them, as partners in education.

### 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)

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, drop-off procedures with temperatures checks and health guidelines 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 annually.

Eucalyptus Hills has a comprehensive School Safety Plan which serves as a unified tool that guides all parties in the event of a school emergency. The School Safety Plan is revised and reviewed by the Eucalyptus Hills Staff members at the beginning of each school year. Staff members and students practice the safety procedures outlined in the School Safety Plan to effectively and immediately respond to natural disasters, threats and our current pandemic. Safety has been a priority conversation with all community members this school year. We have met to review and update our safety plan on November 13, 2020 as we continue to receive more guidance from public health. We have monthly safety drills where we practice the procedures outlined in our safety plan. Our students and school staff also meet with our local fire department and sheriff's department to promote school wide safety.

### 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	0.0	0.0	2.8	3.0	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			2.5
Expulsions			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	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	22		5		24		5		21	2	3	
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	10	10	10

Professional development for the previous school years focused on the development of Transitional Kindergarten Standards and the correlating trimester benchmark assessments. The Eucalyptus Hills (EH) teachers meet in Professional Learning Communities (PLC) on a weekly basis to review student progress through common assessments. Eucalyptus Hills teachers attended district and immersion professional development focused on primary education. Professional development in the 2020-21 school year will focus on the exploration, research, and implementation of play-based learning experiences for our students in a distanced setting and in distance learning. 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 engage in district-wide professional development focused on our student profile and continues in ongoing development in Math Transformations.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

\* 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/).

**Types of Services Funded**

Our SSC helps our site budget our LCFF, Unrestricted and Supplemental funding.

Our Eucalyptus Hills Base LCFF site funds TK standards and curriculum in English and Spanish, developing early literacy and mathematics skills so that all students are Kinder-ready academically, in a grade that is relatively new.

Understanding the importance of providing our a play-based learning program with the best practices, unrestricted funding is utilized to provide professional development, and Spanish support resources. In addition, our unrestricted funding supports arts integration within our classrooms and outside the classroom, plus socio-emotionally through a curriculum that help students become aware of self and community.

Supplemental funding is utilized to support student interventions for English Learners, with targeted EL time 4 days a week.

Major contribution to our quality instructional program also comes from family & community donations and fundraisers. The annual district-wide Run for the Arts fundraiser provides funding to support the arts in all schools. Through our site's annual Jog-A-Thon and other family dinner night fundraisers, our donation account supplements our educational opportunities by paying School Wide Transformations units 4 times a year, virtual field trip opportunities, arts integration of our "kindness" and "filling our bucket" instruction. Online support intervention programs, target language teaching materials, and other classroom/site needs are also supported.

Bond allocations have allowed us to provide the school with technology including: MacBook Pro computers for every teacher, SMART Boards, docu-cams, and wireless access in every classroom, with iPads for each teacher.

**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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7755	97	7658	64646
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.0	-17.4
School Site/ State	-1.2	-21.9

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