

La Costa Heights Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	La Costa Heights Elementary
Street	3035 Levante St.
City, State, Zip	Carlsbad, CA 92009-8331
Phone Number	(760) 944-4375
Principal	Christie Kay
Email Address	christie.kay@eusd.net
Website	www.eusd.net/lc
County-District-School (CDS) Code	37 68080 6106132

Entity	Contact Information
District Name	Encinitas Union Elementary School District
Phone Number	760.944.4300
Superintendent	Andrée Grey
Email Address	Andrée.Grey@eusd.net
Website	www.eusd.net/pages/default.aspx

School Description and Mission Statement (School Year 2019-20)

La Costa Heights Elementary is located in northern San Diego County in the city of Carlsbad. We are one of nine elementary schools in the Encinitas Union School District. La Costa Heights Elementary School is a 2018 Civic Award of Merit, 2016 California Gold Ribbon School and 2014 California Distinguished School serving approximately 700 students in grades kindergarten through six.

We offer a full academic program for our students. At La Costa Heights we believe all students are leaders and live by our mission: Inspiring learners, empowering leaders. Our rigorous curriculum and enrichment opportunities sustain us in fulfilling this mission. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base in an ever changing global society. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, music, PE, multimedia, and drama experiences. The teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

The dedication of La Costa Heights Elementary School's staff, parents, and community to their students has resulted in the school's proud successes. Parents enhance our students' education by becoming aware of the school's expectations and encouraging their child to meet them through the completion of homework and participation in home activities. Our parents are also active participants at La Costa Heights through a variety of volunteer opportunities. It is our goal that through understanding and communication we can develop a rapport that results in the best educational environment possible for our students. Our success is largely dependent on how effectively we can work together as a team to meet the needs of our students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	90
Grade 1	98
Grade 2	102
Grade 3	95
Grade 4	97
Grade 5	89
Grade 6	101
Total Enrollment	672

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	6.7
Filipino	1.9
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0.3
White	73.1
Two or More Races	2.5
Socioeconomically Disadvantaged	9.1
English Learners	3.6
Students with Disabilities	12.1
Foster Youth	0.1
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	27	30	250
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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)

Year and month in which data were collected: September, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic/2017	Yes	0
Mathematics	Scott Foresman-Addison Wesley/2009	Yes	0
Science	Houghton Mifflin/2007	Yes	0
History-Social Science	Harcourt/2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

La Costa Heights Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1987, and currently include a multipurpose room, staff lounge, 24 permanent classrooms, playground, and media center. We also have modular buildings with 12 classrooms accommodate current and future growth. The asphalt was recently resurfaced in 2015. New landscaping has also been recently also added to the parking lot median and the garden spaces around the school. Beautification projects such as painted and tile murals enhance the campus. In 2016 new student furniture was purchased and solar panels were installed at La Costa Heights.

District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance has indicated that 100% of all toilets on school grounds are in working order. Bathrooms are available in designated classrooms to accommodate students with special needs.

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 overall rating

Year and month of the most recent FIT report: March 15, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	81	75	75	50	50
Mathematics (grades 3-8 and 11)	80	80	71	71	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	375	367	97.87	2.13	81.47
Male	196	191	97.45	2.55	76.96
Female	179	176	98.32	1.68	86.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	19	19	100.00	0.00	89.47
Filipino	--	--	--	--	--
Hispanic or Latino	47	43	91.49	8.51	69.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	281	277	98.58	1.42	82.31
Two or More Races	15	15	100.00	0.00	100.00
Socioeconomically Disadvantaged	38	38	100.00	0.00	50.00
English Learners	20	20	100.00	0.00	50.00
Students with Disabilities	52	49	94.23	5.77	46.94
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	375	368	98.13	1.87	80.16
Male	196	192	97.96	2.04	84.90
Female	179	176	98.32	1.68	75.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	19	19	100.00	0.00	89.47
Filipino	--	--	--	--	--
Hispanic or Latino	47	44	93.62	6.38	61.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	281	277	98.58	1.42	82.67
Two or More Races	15	15	100.00	0.00	93.33
Socioeconomically Disadvantaged	38	38	100.00	0.00	50.00
English Learners	20	20	100.00	0.00	55.00
Students with Disabilities	52	49	94.23	5.77	48.98
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.3	31.1	38.9

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.

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)

Our families and community are an integral part of our school’s success. Parents can be found in countless classrooms and engaged in meaningful work. We encourage you to get involved with the any of the invaluable committees already in action. Our School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), and Encinitas Education Foundation (EEF) groups offer opportunities for rewarding involvement. In addition, we invite parents to volunteer in classrooms, in our garden, through various student leadership activities, and more.

Numerous programs and activities are enriched by the generous contributions made by the Parent Teacher Association (PTA) and the Encinitas Educational Foundation (EEF). La Costa Heights Elementary School offers a variety of events, programs, and activities throughout the school year for parents to become actively involved in their child’s school and education. The following are a few opportunities open to parents and the community: Family Night, Red Ribbon Week, Winter Festival, Service Learning, Book Fair, Playground Partners, Jog-a-Thon, Study Buddies, Green Team Activities, Kindness Team, and many others.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.1	0.0	0.1	0.3	0.4	0.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Maintaining a safe and orderly environment is essential to learning. The Comprehensive School Safety Plan (CSSP) is developed by La Costa Heights Elementary in consultation with local law enforcement/Emergency Preparedness staff, School Site Council (SSC) and Administrative Services in order to comply with Senate Bill 187. It was most recently updated and reviewed in September 2019 and accepted by the Board of Trustees in November 2019.

The CSSP includes elements such as emergency plans and procedures, including the Run, Hide, Fight Model, the School Protection Evacuation Plan for Wildfire, school rules and school dress codes. Fire drills are conducted monthly, earthquake drills are held four times a year, and two lockdown exercise drills are practiced each year. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers and other school staff.

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.

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	21	1	4		23		4		18	5		
1	23	1	3		24		4		24		4	
2	24		4		24		4		25		4	
3	25		4		24		4		24		4	
4	29		3		30		3		31		3	
5	30		3		31		3		31		2	
6	29		4		24	1	4		26	1	3	
Other**	11	1			9	1			18	1	1	

*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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,607.28	\$0	\$8,607.28	\$90,402.00
District	N/A	N/A	\$8,580.00	\$80,974.00
Percent Difference - School Site and District	N/A	N/A	0.3	-9.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	18.6	-10.9

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 (Fiscal Year 2018-19)

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs that include categorical, special education and support programs such as Special Education, Title I, Title II and Title III, where applicable, Mental Health and Instructional Materials.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,545	\$45,741
Mid-Range Teacher Salary	\$75,064	\$81,840
Highest Teacher Salary	\$111,331	\$102,065
Average Principal Salary (Elementary)	\$132,290	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$231,817	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	16

In Encinitas teachers participate in professional development at least once per month. Four months are dedicated to district-wide training, while six months are dedicated to school specific training. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics. In the 2019-2020 school year there were also several PD days dedicated to math and NGSS.