

Olivenhain Pioneer Elementary

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School Contact Information

School Name	Olivenhain Pioneer Elementary
Street	8000 Calle Acervo
City, State, Zip	Carlsbad, CA 92009
Phone Number	(760) 943-2000
Principal	Beth Cameron
Email Address	beth.cameron@eusd.net
School Website	https://olivenhainpioneer.eusd.net/
County-District-School (CDS) Code	37 68080 6112445

2021-22 District Contact Information

District Name	Encinitas Union Elementary School District
Phone Number	760.944.4300
Superintendent	Andrée Grey
Email Address	Andrée.Grey@eusd.net
District Website Address	https://www.eusd.net/our-district/school-accountability

2021-22 School Overview

The Olivenhain Pioneer Elementary School serves approximately 588 Kindergarten through sixth grade students from the town of Olivenhain and from the cities of Encinitas and South Carlsbad. Olivenhain Pioneer Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and engaging learning experience. The school has developed educational programs designed to provide students the opportunity to explore their creativity while developing a strong academic foundation. The commitment of Olivenhain Pioneer Elementary School's staff, parents, and community to excellence for their students has resulted in the school being selected as an Apple Distinguished School for 2017-22, the California Service-Learning Leader Award, and the California Business for Education Excellence Foundation Award and California Distinguished School Award.

Our families and community are an integral part of our school's success. Parents are supporting the school and as of December 1, 2021 they are returning to campus to volunteer with teachers and on the playground engaging in meaningful work. We encourage you to get involved with any of the invaluable committees already in action. Our School Site Council (SSC), Parent Teacher Association (PTA) and Encinitas Education Foundation (EEF) groups offer opportunities for rewarding involvement. We also have many opportunities for parents to volunteer when they have limited time.

Our Vision: At Olivenhain Pioneer Elementary School, our children will be well-adjusted, self-confident knowledgeable 21st Century problem solvers. We have developed an integrated approach to instruction with our STREAM emphasis. The competent and enthusiastic staff is committed to working collaboratively in order to sustain a school of high performance learning within a nurturing environment. At OPE we integrate technology, science and the arts throughout our academically rigorous program. As a school community, we foster each child's potential to become an ethical and compassionate member of society, life-long learner, effective communicator, creative thinker, and responsible citizen and leader.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	64
Grade 2	66
Grade 3	74
Grade 4	81
Grade 5	65
Grade 6	81
Total Enrollment	486

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.8
Male	58.2
American Indian or Alaska Native	0.6
Asian	3.7
Black or African American	0.8
Filipino	0.6
Hispanic or Latino	6.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.4
White	78.6
English Learners	1.4
Socioeconomically Disadvantaged	5.8
Students with Disabilities	12.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September, 2021
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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

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.

Cleanliness at Olivenhain Pioneer is maintained by the three custodians who work at the school site throughout the week. These custodians include a full time staff member who takes great pride in the appearance of our school. This can be seen from the time you walk on to our campus. During 2010-11, the roof was repaired and a new playground was added.

All schools within the Encinitas Union School District will have various site upgrades during the next 3-5 years based on the Capital Facilities and Technology Plan submitted as a component of Proposition P that was passed by the voters in November 2010. The school had all carpeting replaced in 2020. The school will be painted and wooden trellises will be repaired in the summer of 2022.

Year and month of the most recent FIT report

February 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles with previous water stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofing tiles need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	306	NT	NT	NT	NT
Female	131	NT	NT	NT	NT
Male	175	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	26	NT	NT	NT	NT
White	241	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	21	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	306	NT	NT	NT	NT
Female	131	NT	NT	NT	NT
Male	175	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	26	NT	NT	NT	NT
White	241	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	21	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Literably Student Groups	Literably Total Enrollment	Literably Number Tested	Literably Percent Tested	Literably Percent Not Tested	Literably Percent At or Above Grade Level
All Students	412	260	63.1%	36.90%	55.0%
Female			96.7	3.25	94.12
Male			97.75	2.25	71.84
American Indian or Alaska Native	3	3			
Asian	10	9			

Black or African American	3	3			
Filipino	1	1			
Hispanic or Latino	20	20	100		75
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	23	23	100		73.91
White	235	228	97.02	2.98	82.46
English Learners	4	4			
Socioeconomically Disadvantaged	16	15	93.75	6.35	66.6755
Students with Disabilities	55	49	89.09	10.91	63.27

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	301	291	96.68	3.32	66.32
Female	123	116	94.31	5.69	68.1
Male	178	175	98.31	1.69	65.14
American Indian or Alaska Native	3	3	--	--	--
Asian	10	10	--	--	--
Black or African American	3	3	--	--	--
Filipino	1	1	--	--	--
Hispanic or Latino	20	19	95	5	68.42
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	23	23	100		78.26
White	235	226	96.17	3.83	66.37
English Learners	4	3	--	--	--
Socioeconomically Disadvantaged	16	15	93.75	6.25	46.67
Students with Disabilities	55	49	89.09	10.91	51.02

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	NT	NT	NT	NT
Female	31	NT	NT	NT	NT
Male	36	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	52	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programming at Olivenhain Pioneer Elementary School (OPE). Numerous programs and activities are enriched by the generous contributions made by The Parent Teacher Association (PTA), and the Encinitas Education Foundation (EEF). Both organizations work in conjunction with OPE's School Site Council to set annual goals for student achievement and to provide opportunities for enrichment.

Olivenhain Pioneer Elementary School offers a variety of events, programs, and activities throughout the school year that allow parents to become actively involved in their child's school community and education. The following are just a few of the activities and events at Olivenhain Pioneer Elementary School that are open to parents and family: book fair, family science nights, weekly school spirit assemblies, Grandparents' Day, school plays, OPE Reads Awards Assembly, Parent-Child Sweetheart Dance, musical programs, Arts and Science, the Ice Cream Social, the Aloha Party and a variety show. This year due to the pandemic, OPE has pivoted and provided many of the opportunities in a way that maintains our community building and legacy events while focused on safety. OPE has engaged in our annual events virtually and in socially distanced ways. Our book fair, variety show and performances, parent information series, parent teacher conferences and principal chats, OPE Reads Program and fundraising events have all taken place through video conferencing platforms. Parent communication via Parent Link and the PTA and EEF website and weekly newsletters have provided connectivity throughout the COVID pandemic. Our Aloha Party, Halloween festivities, Winter Wonderland and Ice Cream Social have shifted to drive through and outdoor only events. The participation in these events and activities has been commensurate to our past live and in person events which has enabled parents to remain involved in our school community. As of December 1, 2021, parents are allowed back on campus. All volunteers have attended a mandatory volunteer training to ensure student safety.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	544	521	53	10.2
Female	233	221	19	8.6
Male	311	300	34	11.3
American Indian or Alaska Native	3	3	0	0.0
Asian	19	19	1	5.3
Black or African American	4	4	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	35	32	2	6.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	34	31	4	12.9
White	433	416	46	11.1
English Learners	7	7	1	14.3
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	33	33	4	12.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	78	15	19.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.17	0.00	0.20	0.10	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.18	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Maintaining a safe, clean, and orderly environment is a top priority and essential to teaching and learning. The Comprehensive School Safety Plan (CSSP) is developed by Olivenhain Pioneer 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. The CSSP includes: Annual Schools Safety Data, School Safety Policies and Procedures, Emergency Preparedness Procedures, and Emergency Plans and Protocols. It was most recently updated and reviewed in October 2021 and accepted by the Board of Trustees in November 2021.

We conduct regularly scheduled safety drills including fire, shelter-in-place, lockdown and earthquake. We practice evacuation procedures for fire, procedures for disaster preparedness, and to be ready to respond to the possibility of strangers or dangers on campus. Our district maintenance and site custodial personnel routinely check all play equipment for safety and make recommendations for proactive maintenance. To ensure safety during instructional hours, the perimeter gates of the site are locked immediately after entry each morning and reopened only at dismissal. During school hours, all visitors are required to present an ID for processing via our Raptor Visitor System. Additionally, our site is alarmed during non-school hours. To monitor all school sites, each school is equipped with surveillance cameras. We have a strong partnership with the San Diego County Sheriff's Department North Coastal Station in Encinitas, the Carlsbad Police Department and our Carlsbad School Resource Officers. All staff takes pride in our school and work together to maintain a well-kept and safe facility.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	21	1	2	
2	24		4	
3	25		3	
4	31		2	
5	29		3	
6	26	1	3	
Other	11	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	22	2	2	
2	24		4	
3	27	1	2	1
4	20	2	2	
5	26	1	2	
6	30		3	
Other	10	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	21	2	1	
2	21	2	1	
3	22		3	
4	28		2	
5	26		2	
6	26		3	
Other	19	2	1	1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,329.01	\$3,450.72	\$8,878.29	\$83,085.00
District	N/A	N/A	\$8,742.21	\$87,014
Percent Difference - School Site and District	N/A	N/A	1.5	-4.6
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	5.0	-3.3

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,084	\$52,060
Mid-Range Teacher Salary	\$79,249	\$84,043
Highest Teacher Salary	\$117,538	\$107,043
Average Principal Salary (Elementary)	\$139,665	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$225,000	\$240,628
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2021-22 all staff completed nine hours of Equity Professional Learning, focused on Identity, Joy, and Representation. Our teachers have also had opportunities to attend district workshops on digital citizenship, digital and print curriculum and programs, CGI, and more.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	16	12	11

Encinitas Union Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Encinitas Union Elementary School District
Phone Number	760.944.4300
Superintendent	Andrée Grey
Email Address	Andrée.Grey@eusd.net
District Website Address	https://www.eusd.net/our-district/school-accountability

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2938	1	0.03	99.97	--
Female	1350	0	0.00	100.00	--
Male	1588	1	0.06	99.94	--
American Indian or Alaska Native	17	0	--	100.00	--
Asian	121	0	0.00	100.00	--
Black or African American	20	0	0.00	100.00	--
Filipino	25	0	0.00	100.00	--
Hispanic or Latino	640	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	148	0	0.00	100.00	--
White	1962	1	0.05	99.95	--
English Learners	263	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	20	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	508	0	0.00	100.00	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	511	1	0.20	99.80	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2938	1	0.03	99.97	--
Female	1350	0	0.00	100.00	--
Male	1588	1	0.06	99.94	--
American Indian or Alaska Native	17	0	--	100.00	--
Asian	121	0	0.00	100.00	--
Black or African American	20	0	0.00	100.00	--
Filipino	25	0	0.00	100.00	--
Hispanic or Latino	640	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	148	0	0.00	100.00	--
White	1962	1	0.05		--
English Learners	263	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	20	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	508	0	0.00	100.00	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	511	1	0.20	99.80	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	2929	2794	95.39	4.61	74.91
Female	1349	1278	94.74	5.26	78.25
Male	1578	1516	96.07	3.93	72.1
American Indian or Alaska Native	17	16	94.12	5.88	62.5
Asian	122	117	95.9	4.1	89.74

Black or African American	20	18	90	10	61.11
Filipino	26	23	88.46	11.54	69.57
Hispanic or Latino	638	609	95.45	4.55	52.38
Native Hawaiian or Pacific Islander	5	4	--	--	--
Two or More Races	129	121	93.8	6.2	81.82
White	1954	1872	95.8	4.2	81.04
English Learners	250	233	93.2	6.8	16.74
Homeless	7	6	--	--	--
Socioeconomically Disadvantaged	382	354	92.67	7.33	41.81
Students Receiving Migrant Education Services	8	7	--	--	--
Students with Disabilities	570	525	92.11	7.89	47.81
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	2929	3	--	--	--
Male	1578	1	--	--	--
Hispanic or Latino	638	1	--	--	--
Students with Disabilities	570	1	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	2929	2812	96.01	3.99	58.78
Female	1349	1285	95.26	4.74	54.94
Male	1578	1527	96.77	3.23	62.02
American Indian or Alaska Native	17	17	100		35.29
Asian	122	118	96.72	3.28	77.97
Black or African American	20	18	90	10	38.89
Filipino	26	23	88.46	11.54	56.52
Hispanic or Latino	638	622	97.49	2.51	34.08
Native Hawaiian or Pacific Islander	5	4	--	--	--
Two or More Races	129	123	95.35	4.65	68.29
White	1954	1872	95.8	4.2	65.49
English Learners	250	239	95.6	4.4	12.13
Homeless	7	6	--	--	--

Socioeconomically Disadvantaged	382	364	95.29	4.71	27.2
Students Receiving Migrant Education Services	8	7	--	--	--
Students with Disabilities	570	532	93.33	6.67	34.4
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	2929	3	--	--	--
Male	1578	1	--	--	--
Hispanic or Latino	638	1	--	--	--
Students with Disabilities	570	1	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.