

Park Dale Lane 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	Park Dale Lane Elementary
Street	2050 Park Dale Ln.
City, State, Zip	Encinitas, CA 92024
Phone Number	(760) 944-4344
Principal	Erin Terry
Email Address	erin.terry@eusd.net
School Website	https://parkdalelane.eusd.net/
County-District-School (CDS) Code	37 68080 6095046

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

Park Dale Lane Elementary School is located in the eastern section of the City of Encinitas and serves approximately 445 kindergarten through sixth grade students. Park Dale Lane 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. Additionally, Park Dale Lane is currently in the implementation of PBIS (Positive Behavior Intervention System), a data-driven, multi-tiered framework for establishing a positive culture needed for a school to be an efficient and effective learning environment for all students. The commitment of Park Dale Lane Elementary School's staff, parents, and community to excellence for their students has resulted in the school's California Distinguished School status.

The Park Dale Lane school community is committed to having students develop into life-long learners and responsible members of society. The Park Dale Lane vision is to develop students who are confident, competent, compassionate, competitive, and creative. We are a community of readers, writers and artists with 21st century skills. Our pledge is to provide a child-centered education of the highest quality. By utilizing the unique resources of home, school, and the community, we seek to ensure a nurturing learning environment that values diversity and is rigorous in academic standards.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	60
Grade 2	47
Grade 3	52
Grade 4	56
Grade 5	59
Grade 6	55
Total Enrollment	381

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.1
Male	55.9
American Indian or Alaska Native	0.3
Asian	1
Black or African American	0.5
Filipino	0.8
Hispanic or Latino	24.4
Two or More Races	5.8
White	66.1
English Learners	14.4
Socioeconomically Disadvantaged	23.4
Students with Disabilities	13.6

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>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.8	94.2	216.6	96.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	1.1	5.8	6.2	2.8	18854.3	6.9
Total Teaching Positions	19.9	100.0	223.9	100.0	274759.1	100.0

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.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Year and month in which the data were collected

September, 2021

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

Park Dale Lane Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1975 and currently include a library/media center, multipurpose room, staff lounge, 26 permanent classrooms, 2 intervention classrooms, office spaces for Special Ed staff (OT/Speech/Psychologist), Administration office, nurse office, and three playgrounds.

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.

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			
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			Sections of roofing wear
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	216	NT	NT	NT	NT
Female	87	NT	NT	NT	NT
Male	129	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	--	NT	NT	NT	NT
Hispanic or Latino	51	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	148	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	40	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	216	NT	NT	NT	NT
Female	87	NT	NT	NT	NT
Male	129	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	--	NT	NT	NT	NT
Hispanic or Latino	51	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	148	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	40	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	252	217	86.1%	13.90%	59.4%
Female			92.22	7.78	73.49
Male			93.89	6.11	59.35
American Indian or Alaska Native	1	1			
Asian	1	1			

Black or African American	1	1			
Filipino	3	3			
Hispanic or Latino	54	52	96.3	3.7	34.62
Two or More Races	11	9			
White	149	139	93.29	6.71	75.54
English Learners	29	27	93.1	6.9	11.11
Socioeconomically Disadvantaged	45	42	93.33	6.67	38.1
Students Receiving Migrant Education Services	1	1			
Students with Disabilities	49	44	89.8	10.2	38.64

*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	222	207	93.24	6.76	46.86
Female	90	83	92.22	7.78	46.99
Male	131	124	94.66	5.34	46.77
American Indian or Alaska Native	1	1	--	--	--
Asian	1	1	--	--	--
Black or African American	1	1	--	--	--
Filipino	3	3	--	--	--
Hispanic or Latino	54	53	98.15	1.85	24.53
Two or More Races	11	9	--	--	--
White	149	139	93.29	6.71	54.68
English Learners	29	28	96.55	3.45	3.57
Socioeconomically Disadvantaged	45	43	95.56	4.44	16.28
Students Receiving Migrant Education Services	1	1	--	--	--
Students with Disabilities	49	45	91.84	8.16	24.44
All Students	222	1	--	--	--

*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	54	NT	NT	NT	NT
Female	24	NT	NT	NT	NT
Male	30	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	11	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	38	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	11	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

The high level of parent involvement at Park Dale Lane demonstrates that education is a priority within our school community. Typically, a large percentage of parents attend school functions on a regular basis. We have an active and supportive PTA, School Site Council, English Learner Advisory Committee and Encinitas Educational Foundation, which provides many programs for students and families.

Annually, Park Dale Lane 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 and education. Back-to-School Night, Principal's Chats, Fall Harvest Festival, Red Ribbon Week, World of Difference Week, field trips, Art Nights, musical performances, and Kindergarten Coffee, are just a few of the many activities and events that are open to parents and family members. During the COVID-19 Pandemic, all volunteering and fundraising efforts have been conducted virtually until December 2021, when volunteers were able to access the campus while adhering to safety guidelines. During the 2021-2022 school year, parents were able to attend Back to School Night in August and Parent teacher Conferences in October in person if they chose.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	399	64	16.0
Female	187	174	18	10.3
Male	234	225	46	20.4
American Indian or Alaska Native	1	1	0	0.0
Asian	5	4	0	0.0
Black or African American	2	2	1	50.0
Filipino	3	3	0	0.0
Hispanic or Latino	102	95	29	30.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	23	1	4.3
White	280	266	32	12.0
English Learners	59	56	22	39.3
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	106	100	33	33.0
Students Receiving Migrant Education Services	6	5	2	40.0
Students with Disabilities	65	61	18	29.5

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	0.00	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	0.20	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 Park Dale Lane 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	21		3	
1	21	1	2	
2	18	1	3	
3	24		3	
4	30		2	
5	30		2	
6	24	1	2	
Other	6	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	19	1	3	
1	21	1	2	
2	21	1	2	
3	18	2	2	
4	24	1	2	
5	21	1	2	
6	21	1	2	
Other	5	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	17	3		
1	19	3		
2	19	2		
3	22		2	
4	28		2	
5	29		2	
6	26		2	
Other	7	4		

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	1.6
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.2

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	\$13,391.30	\$4,631.81	\$8,759.49	\$84,182.00
District	N/A	N/A	\$8,742.21	\$87,014
Percent Difference - School Site and District	N/A	N/A	0.2	-3.3
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	3.7	-2.0

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 social emotional health instruction and 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.