

# El Camino Creek Elementary

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	El Camino Creek Elementary
<b>Street</b>	7885 Paseo Aliso
<b>City, State, Zip</b>	Carlsbad, CA 92009
<b>Phone Number</b>	(760) 943-2051
<b>Principal</b>	Jodi Greenberger
<b>Email Address</b>	jodi.greenberger@eusd.net
<b>School Website</b>	<a href="https://elcaminocreek.eusd.net/">https://elcaminocreek.eusd.net/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	37 68080 6117709

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

El Camino Creek is a justice and arts integration school, in which children from all backgrounds are committed to promoting peace and demonstrating a genuine respect for all. We support and engage all children, building on their individual strengths by integrating civics education, technology, garden, STEM, library, science, PE, and art into the core subjects. We believe that students are most engaged when learning through hands-on experiences. We are a school in which all members of the school community contribute to the vision of their ideal school and in which they collaborate to achieve that dream. We are a school where ideas count and where students are educated for success in a global society. We incorporate arts integration which includes visual arts, dance, music, and drama—into core academic subjects promoting engagement, accessibility, and

## 2024-25 School Description and Mission Statement

relevance for students.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	46
Grade 2	52
Grade 3	61
Grade 4	75
Grade 5	74
Grade 6	72
Total Enrollment	420

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	1
Asian	4.3
Black or African American	0.5
Hispanic or Latino	8.8
Two or More Races	10.5
White	72.4
English Learners	1
Socioeconomically Disadvantaged	3.3
Students with Disabilities	12.9

## 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.00	100.00	216.60	96.74	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.45	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	6.20	2.81	18854.30	6.86
<b>Total Teaching Positions</b>	22.00	100.00	223.90	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.50	100.00	242.70	97.88	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.50	0.20	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.00	0.81	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	2.70	1.10	15831.90	5.67
<b>Total Teaching Positions</b>	25.50	100.00	247.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.10	100.00	230.50	99.03	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.50	0.21	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1.70	0.75	14303.80	5.15
<b>Total Teaching Positions</b>	22.10	100.00	232.70	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	National Geographic/2017	Yes	0
<b>Mathematics</b>	Scott Foresman-Addison Wesley/2009	Yes	0
<b>Science</b>	Houghton Mifflin/2007	Yes	0
<b>History-Social Science</b>	Harcourt/2006	Yes	0

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

## School Facility Conditions and Planned Improvements

El Camino Creek Elementary School provides a safe, clean environment for all students, staff and volunteers. The school facilities were built in 2000 and currently include the library, multi-purpose room, staff lounge, art lab, science lab, nutrition lab, thirty-nine permanent classrooms and two playgrounds. Improvements made in 2011-12: All doors in the office building received new safety locks so as to be able to secure doors in an intruder incident, rooms 202 and 215 and the 500 building classrooms received safety bars on doors, and the ECC garden area underwent a complete revitalization as a part of our Green Team work in 2012–13. In 2017, all classrooms, office and MPR received new carpeting. In June 2021, our school-wide exterior trim was painted and site kitchen updated. In June 2022 our blacktop was resurfaced. In 2023, the garden area was expanded to include new shaded areas for studying and to allow for further experimentation beds and planting.

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.

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.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

April 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	stained ceiling tiles from previous roof leaks
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			surfaces with light rust
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		tripping hazards throughout exterior of campus, loose fence posts

## 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).

### College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	82	85	71	72	46	47
<b>Mathematics</b> (grades 3-8 and 11)	80	81	67	68	34	35

## 2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	277	98.23	1.77	84.84
Female	133	132	99.25	0.75	89.39
Male	149	145	97.32	2.68	80.69
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	91.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	79.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	34	97.14	2.86	88.24
White	206	202	98.06	1.94	84.16
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	55.56

## 2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	282	277	98.23	1.77	80.51
<b>Female</b>	133	132	99.25	0.75	78.79
<b>Male</b>	149	145	97.32	2.68	82.07
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	12	100.00	0.00	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	24	24	100.00	0.00	75.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	35	34	97.14	2.86	85.29
<b>White</b>	206	202	98.06	1.94	80.69
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	27	87.10	12.90	44.44

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	64.38	58.11	55.60	56.60	30.29	30.73

## 2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	74	74	100.00	0.00	58.11
<b>Female</b>	39	39	100.00	0.00	64.10
<b>Male</b>	35	35	100.00	0.00	51.43
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	56	56	100.00	0.00	57.14
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	100%	98%	100%	91%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at El Camino Creek Elementary School. Numerous programs and activities are enriched by the generous contributions made by many organizations, businesses and restaurants.

El Camino Creek 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, from our annual book fair to Family Movie Night and ice cream socials. We have a Classroom Courtroom, Running Club, Art Leads, Dads' Club, Book Clubs, Robotics Club, Playground Partners, Odyssey of the Mind program, Nutrition Lab, Garden Science using Life Lab Curriculum and many more opportunities for parents to volunteer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	427	21	4.9
Female	202	202	8	4.0
Male	225	225	13	5.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	1	5.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	2	5.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	6	13.6
White	310	310	11	3.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	19	19	4	21.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	68	4	5.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.39	0	0.23	0.4	0.21	0.44	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.00	0.00
Male	0.44	0.00
Non-Binary	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	0.32	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Maintaining a safe, clean, and orderly environment is a top priority and essential to teaching and learning at ECC. The Comprehensive School Safety Plan (CSSP) is developed by El Camino Creek Elementary in consultation with local law enforcement/emergency preparedness staff, School Site Council (SSC) and Administrative Services in order to comply with

## 2024-25 School Safety Plan

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 2024.

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 closed 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 take 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.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24		2	
1	21	1	2	
2	18	4		
3	19	4		
4	23		3	
5	28		3	
6	24		4	



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	3		
1	24	1	1	1
2	20	2	1	
3	24		3	
4	24		3	
5	24		3	
6	26		3	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	1	1	
1	23		2	
2	17	1	2	
3	20	1	2	
4	25	1	2	
5	35	1	1	1
6	24		3	

## 2023-24 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	0

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$15,207.63	\$3,099.98	\$12,107.65	\$101,667.00
District	N/A	N/A	\$11,980.21	\$95,351.44
Percent Difference - School Site and District	N/A	N/A	1.1	6.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	11.7	7.7

## Fiscal Year 2023-24 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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$53,054	\$57,839
<b>Mid-Range Teacher Salary</b>	\$87,441	\$90,040
<b>Highest Teacher Salary</b>	\$129,687	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$167,183	\$144,639
<b>Average Principal Salary (Middle)</b>	\$0	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$248,210	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	38.65	30.79
<b>Percent of Budget for Administrative Salaries</b>	5.94	5.71

## Professional Development

In Encinitas teachers participate in professional development at least once per month. Four days are dedicated to district-wide training, while six days are dedicated to school specific training. The district-wide trainings during the 23-24 school year focused on student learning and empowerment, student-led conferences and student behavior. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics. In 2023-24 all staff completed two sessions of Grade Level Collaboration focused on the EUSD Learner Profile and grade level standards. Our teachers have also had opportunities to attend district workshops CGI, Multilingual Learners, Behaviors and more.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	11	12