

Paul Ecke-Central Elementary
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Paul Ecke-Central Elementary
Street	185 Union St.
City, State, Zip	Encinitas, CA 92024-2119
Phone Number	(760) 944-4323
Principal	Adriana Chavarin
E-mail Address	adriana.chavarin@eusd.net
Web Site	
Grades Served	K-6
CDS Code	37 68080 6038145

District Contact Information	
District Name	Encinitas Union Elementary School District
Phone Number	760.944.4300
Superintendent	Timothy Baird
E-mail Address	timothy.baird@eusd.net
Web Site	www.eusd.net/pages/default.aspx

School Description and Mission Statement (Most Recent Year)

Paul Ecke Central Elementary School is located in the western section of the City of Encinitas and serves approximately 550 students. Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Learning is facilitated through meaning-centered instructional strategies which utilize critical thinking, cooperation, and communication. Students develop self-respect, acceptance and appreciation for others in our diverse community. Paul Ecke Central School is committed to instilling a rich foundation of life-long learning, where character, creativity and risk-taking are taught, encouraged and valued. Students will become productive citizens skilled to meet the challenge of an ever-changing world.

Our mission is to prepare our children to be successful, contributing members of school, work and society. Working as a nurturing team of staff, parents and community members, we provide challenging bicultural and bilingual learning experiences. Our students are the focus of all site-based decisions. This strategy helps us educate children to become effective communicators, collaborative team members, constructive thinkers and problem solvers, self-directed learners, quality producers, and responsible members of society.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	97
Grade 1	85
Grade 2	91
Grade 3	91
Grade 4	69
Grade 5	72
Grade 6	64
Total Enrollment	569

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.4
Asian	2.8
Filipino	0.5
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0.4
White	56.4
Two or More Races	5.6
Socioeconomically Disadvantaged	26.9
English Learners	20
Students with Disabilities	9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	26		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	0		

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 11/13

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (K-5) 2003 McDougal Littell (6) 2002	Yes	0
Mathematics	Scott Foresman-Addison Wesley 2009	Yes	0
Science	Houghton Mifflin 2007	Yes	0
History-Social Science	Harcourt 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Paul Ecke Central Elementary School provides a safe, clean environment for students, staff and volunteers. School facilities were built in the mid 1940's and currently include the library, multipurpose room, staff lounge, 24 permanent classrooms, three portable classrooms and two playgrounds. In 2005-06 a new serving kitchen was added, and during 2006-07 three new classrooms and two restrooms were added. In 2007-08, the auditorium was remodeled to include three additional classrooms, a student restroom, and a teacher restroom. Wooden benches and fencing were replaced with more durable synthetic ones. The entire school was repainted. The restrooms were also refurbished. In 2009-10 the Media Center was remodeled to include new furniture, carpeting, and a media information desk. Roots that were invading the sewer system were cleared and pipes repaired/replaced as necessary in 2009-10. During the 2010-11 school year, the kindergarten play structure and main playground structures were updated with new equipment. A running track was installed during the 2011-12 school year.

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 Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 02/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 02/2014				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	62	71	44
Mathematics	58	68	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	92	87	94.6	23	23	28	25
	4	68	58	85.3	14	22	22	41
	5	72	66	91.7	14	15	26	45
	6	66	63	95.5	11	24	32	33
Male	3		41	44.6	27	20	27	24
	4		25	36.8	12	24	24	40
	5		31	43.1	16	16	26	42
	6		36	54.5	19	25	31	25
Female	3		46	50.0	20	26	28	26
	4		33	48.5	15	21	21	42
	5		35	48.6	11	14	26	49
	6		27	40.9	0	22	33	44
Black or African American	3		1	1.1	--	--	--	--
	4		2	2.9	--	--	--	--
	6		2	3.0	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
	5		2	2.8	--	--	--	--
	6		2	3.0	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	4		1	1.5	--	--	--	--
	5		2	2.8	--	--	--	--
	6		1	1.5	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		1	1.5	--	--	--	--
Hispanic or Latino	3		29	31.5	38	34	21	7
	4		20	29.4	30	20	20	30
	5		19	26.4	26	16	42	16
	6		12	18.2	8	67	25	0
Native Hawaiian or Pacific Islander	5		2	2.8	--	--	--	--
White	3		49	53.3	16	16	33	33
	4		31	45.6	6	26	23	45
	5		39	54.2	10	13	15	62
	6		45	68.2	13	9	36	42
Two or More Races	3		5	5.4	--	--	--	--
	4		3	4.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	2.8	--	--	--	--
	6		1	1.5	--	--	--	--
Socioeconomically Disadvantaged	3		27	29.3	44	37	15	0
	4		18	26.5	28	22	28	22
	5		24	33.3	25	29	33	13
	6		15	22.7	13	47	27	13
English Learners	3		18	19.6	61	33	6	0
	4		8	11.8	--	--	--	--
	5		6	8.3	--	--	--	--
	6		10	15.2	--	--	--	--
Students with Disabilities	3		5	5.4	--	--	--	--
	4		6	8.8	--	--	--	--
	5		5	6.9	--	--	--	--
	6		12	18.2	50	42	8	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	92	87	94.6	23	28	25	24
	4	68	57	83.8	11	28	44	18
	5	72	67	93.1	19	13	36	31
	6	66	63	95.5	22	21	22	35
Male	3		41	44.6	20	34	15	32
	4		24	35.3	4	21	50	25
	5		32	44.4	19	6	38	38
	6		36	54.5	31	22	22	25
Female	3		46	50.0	26	22	35	17
	4		33	48.5	15	33	39	12
	5		35	48.6	20	20	34	26
	6		27	40.9	11	19	22	48

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		1	1.1	--	--	--	--
	4		2	2.9	--	--	--	--
	6		2	3.0	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
	5		2	2.8	--	--	--	--
	6		2	3.0	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	4		1	1.5	--	--	--	--
	5		2	2.8	--	--	--	--
	6		1	1.5	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		1	1.5	--	--	--	--
Hispanic or Latino	3		30	32.6	40	30	27	3
	4		20	29.4	20	35	40	5
	5		19	26.4	32	16	42	11
	6		12	18.2	50	17	25	8
Native Hawaiian or Pacific Islander	5		2	2.8	--	--	--	--
White	3		48	52.2	17	21	29	33
	4		30	44.1	3	30	43	23
	5		40	55.6	15	13	33	40
	6		45	68.2	16	20	20	44
Two or More Races	3		5	5.4	--	--	--	--
	4		3	4.4	--	--	--	--
	5		2	2.8	--	--	--	--
	6		1	1.5	--	--	--	--
Socioeconomically Disadvantaged	3		26	28.3	50	31	19	0
	4		17	25.0	24	47	29	0
	5		24	33.3	33	25	33	8
	6		15	22.7	33	20	20	27
English Learners	3		19	20.7	53	37	11	0
	4		8	11.8	--	--	--	--
	5		7	9.7	--	--	--	--
	6		10	15.2	--	--	--	--
Students with Disabilities	3		5	5.4	--	--	--	--
	4		6	8.8	--	--	--	--
	5		5	6.9	--	--	--	--
	6		12	18.2	67	33	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	84	62	71	86	84	83	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	71
Male	70
Female	71
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	--
White	75
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	56
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.20	24.60	18.80

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

There are many opportunities for parent involvement at Paul Ecke Central School, including the PTA, School Site Council, ELAC, Parent Art Program, classroom volunteer, garden volunteer, Family Nights, Fall Social, Sock Hop, and field trip chaperones.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.54	1.34	0.50	0.78	0.55	0.32	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of the students and staff is a primary concern of Paul Ecke Central Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials state rules and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year. Earthquake drills are held once each year. The District stages a district-wide disaster drill in coordination with the City of Encinitas and all local law enforcement once a year. Monitoring of school grounds is performed by assigned staff members before, during and after school. All visitors must sign in at the office before entering school grounds, obtain a visitor's pass, and sign out upon leaving.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include child-abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, a sexual harassment policy, and a dress code policy. We review the plan annually and update it as needed. The plan was last updated in November 2009 and is reviewed with school staff at the beginning of each school year. Safety meetings are held four times per year at the District and once per month at the school sites. A copy of the Safety Plan is available to the public at the school office.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		23		4		24		4	
1	23		2		24		3		21	1	3	
2	24		3		24		4		23		4	
3	24		3		24		3		23		4	
4	28		2		27		2		31		2	
5	32		2	1	29		3		27		3	
6	28		3		32		3		21	1	2	
Other	25		1									

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$12,357	\$5,726	\$6,632	\$66,390
District	N/A	N/A	\$6,857	\$75,386
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs. For the 2011-122012-13 school year, the District received approximately \$1,524,899 per student in Federal and State aid for the following categorical, special education, and support programs: Peer Assistance and Review, Special Education, Special Education Transportation, Safe & Drug Free Schools, Gifted and Talented Education, School Improvement Program, Economic Impact Aid, Instructional Materials, Class Size Reduction.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,276	\$43,091
Mid-Range Teacher Salary	\$66,380	\$70,247
Highest Teacher Salary	\$98,450	\$89,152
Average Principal Salary (Elementary)	\$113,444	\$112,492
Average Principal Salary (Middle)		\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$205,000	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

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.