

Paul Ecke-Central Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

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	Amanda Rothengast
E-mail Address	amanda.rothengast@eusd.net
Web Site	www.eusd.net/pe
CDS Code	37 68080 6038145

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

School Description and Mission Statement (School Year 2017-18)

Paul Ecke Central Elementary School is located in the western section of the City of Encinitas and serves approximately 650 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. We offer a dual language strand where we provide literacy and content instruction in two languages (Spanish/ English) and integrate native English speakers with native Spanish speakers with the goal of bilingual and bi-literate students.

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 bi-cultural 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 2016-17)

Grade Level	Number of Students
Kindergarten	95
Grade 1	82
Grade 2	94
Grade 3	86
Grade 4	93
Grade 5	101
Grade 6	72
Total Enrollment	623

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	3
Filipino	1.1
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0
White	54.6
Two or More Races	4.8
Socioeconomically Disadvantaged	26.3
English Learners	17.5
Students with Disabilities	9.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	29	27	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December, 2017

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Paul Ecke Central Elementary School provides a safe, clean environment for students, staff and volunteers. The school received site upgrades as part of the Capital Families and Technology Plan during the summer of 2015 that included solar tubes, solar panels, new windows, carpet and flooring, classroom furniture. During the Summer of 2016, in partnership with the City of Encinitas, Paul Ecke Central's Vulcan Avenue student drop off and pick up areas were remodeled to ensure student safety. On the playground and common areas, wooden benches and fencing were replaced with more durable synthetic ones. The entire school was repainted in 2010. The restrooms were also refurbished. In 2009-10 the Media Center was remodeled to include new furniture, carpeting, and a media information desk. 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 and a section of the track was upgraded in the Summer of 2016.

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February, 2017				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February, 2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	69	64	76	76	48	48
Mathematics (grades 3-8 and 11)	63	60	72	73	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	354	334	94.35	64.37
Male	182	172	94.51	63.95
Female	172	162	94.19	64.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	124	119	95.97	45.38
White	192	180	93.75	76.11
Two or More Races	23	20	86.96	70
Socioeconomically Disadvantaged	109	101	92.66	37.62
English Learners	70	68	97.14	19.12
Students with Disabilities	53	51	96.23	21.57
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	354	337	95.2	60.24
Male	182	173	95.05	63.01
Female	172	164	95.35	57.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	124	121	97.58	41.32
White	192	181	94.27	71.82
Two or More Races	23	20	86.96	75
Socioeconomically Disadvantaged	109	103	94.5	33.01
English Learners	70	70	100	21.43
Students with Disabilities	53	51	96.23	13.73
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71	64	83	80	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.7	30.4	26.5

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 State priority: Parental Involvement (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 (School Year 2017-18)

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, Pancake Fiesta, and field trip chaperones. Parents can find out about volunteer opportunities at <http://pauleckecentral.com/volunteering-at-pec/> or you can call the office at (760) 944-4323.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5	0.6	0.6	0.3	0.3	0.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 and lockdown drills are practiced on a regular basis. 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 January 2017 and is reviewed with school staff at the beginning of each school year. 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.

Federal Intervention Program (School Year 2017-18)

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	2014-15				2015-16				2016-17			
	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		25		4		24		4	
1	21	1	3		24		3		24		3	
2	23		4		23		4		24		4	
3	23		4		23	1	3		24		4	
4	31		2		33		1	1	28		2	
5	27		3		29		3		31		4	
6	21	1	2		28		3		29		3	

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 2016-17)

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)	.3	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,005	\$6,444	\$7,561	\$66,390
District	N/A	N/A	\$8,006	\$76,891
Percent Difference: School Site and District	N/A	N/A	-5.6	-13.1
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	33.2	-11.6

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,725	\$48,678
Mid-Range Teacher Salary	\$70,417	\$78,254
Highest Teacher Salary	\$104,438	\$96,372
Average Principal Salary (Elementary)	\$123,560	\$122,364
Average Principal Salary (Middle)		\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$217,464	\$212,818
Percent of Budget for Teacher Salaries	40%	38%
Percent of Budget for Administrative Salaries	6%	5%

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.