# Flora Vista Elementary
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 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.<br><br>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/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>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 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. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Flora Vista Elementary |
| **Street** | 1690 Wandering Rd. |
| **City, State, Zip** | Encinitas, CA 92024-2417 |
| **Phone Number** | (760) 944-4329 |
| **Principal** | Chris Juarez |
| **Email Address** | chris.juarez@eusd.net |
| **School Website** | https://floravista.eusd.net/ |
| **County-District-School (CDS) Code** | 37 68080 6099402 |

## 2022-23 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 |

## 2022-23 School Overview

Flora Vista Elementary School, recognized four times as a California Distinguished School by the California Department of Education, is one of nine award-winning elementary schools located in the Encinitas Union School District. Our school's emphasis on Leadership in Civics & Science prepares students to be successful and contributing members of the rapidly evolving world in which they live. We were the only California elementary school to be honored with the 2019 Civic Learning Awards of Excellence, and were a recipient of the CA Golden Bell Award for our preschool learning program. At Flora Vista, we strive to incorporate a DREAMS model of education throughout students' experience at Flora Vista, in which the process skills of Design Thinking & Research drive the teaching & learning that connects the content areas (including Engineering, Arts, Math, and Science). Technology is used by all students in that process, as they access and produce content in a 1:1 iPad environment, and an emphasis on information literacy threads throughout all content areas. Our students have the opportunity to learn in environments ranging from our school garden to our EUSD Farm Lab satellite campus, all supported by an energetic and passionate staff. To support the development of the whole child, students participate in yoga and health & wellness lessons, and consultants provide supplemental instruction in the arts/music, science, and physical education.

Our school is nestled in the heart of the beautiful and family-friendly Village Park area, serving approximately 410 students in kindergarten through sixth grade. Due in large part to our very active, supportive, and fun PTA, Flora Vista has the feel of a true neighborhood school. Our community actively supports Walk and Bike to School Days, and the concept of "Safe Routes to School" for pedestrians and bicycle riders.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 43 |
| Grade 1 | 56 |
| Grade 2 | 70 |
| Grade 3 | 65 |
| Grade 4 | 62 |
| Grade 5 | 63 |
| Grade 6 | 47 |
| Total Enrollment | 406 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 44.6 |
| Male | 55.4 |
| American Indian or Alaska Native | 0.5 |
| Asian | 4.7 |
| Black or African American | 0.0 |
| Filipino | 1.0 |
| Hispanic or Latino | 12.3 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 5.9 |
| White | 73.4 |
| English Learners | 5.4 |
| Foster Youth | 0.0 |
| Homeless | 0.0 |
| Migrant | 0.2 |
| Socioeconomically Disadvantaged | 14.0 |
| Students with Disabilities | 16.7 |

## 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.50 | 97.06 | 216.60 | 96.74 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.45 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 0.50 | 2.94 | 6.20 | 2.81 | 18854.30 | 6.86 |
| Total Teaching Positions | 17.00 | 100.00 | 223.90 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 |
|---|---|---|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | September, 2022 |
|---|---|

| 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

Flora Vista Elementary School provides a safe, clean environment for students, staff, and volunteers. The school facilities were built in 1979 and currently include the library, multipurpose room, staff lounge, 22 permanent classrooms, three portable classrooms, a preschool building with four classrooms, and three playgrounds. During the 2005-06 school year, the office was modernized. The intercom system was updated during 2016-17. The media center was remodeled during the 2010-11 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.

All schools within the Encinitas Union School District are in the process of receiving various site upgrades based on the Capital Facilities and Technology Plan submitted as a component of Proposition P that was passed by the voters in November 2010.

| Year and month of the most recent FIT report | March 2022 |
|---|---|

## School Facility Conditions and Planned Improvements

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|:---:|:---:|:---:|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | | X | | stained ceiling tiles from previous water damage |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | awnings above classroom exterior entrances are torn |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|:---:|:---:|:---:|:---:|
| | X | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
|---|---|

## 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).
4. **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.

**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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 72 | N/A | 70 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 65 | N/A | 66 | N/A | 33 |

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 235 | 232 | 98.72 | 1.28 | 71.86 |
| Female | 102 | 100 | 98.04 | 1.96 | 76.77 |
| Male | 133 | 132 | 99.25 | 0.75 | 68.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 0.00 | 75.00 |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 29 | 29 | 100.00 | 0.00 | 53.57 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 68.75 |
| White | 173 | 170 | 98.27 | 1.73 | 74.71 |
| English Learners | 13 | 13 | 100.00 | 0.00 | 16.67 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 31 | 31 | 100.00 | 0.00 | 60.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 52 | 50 | 96.15 | 3.85 | 50.00 |

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 235 | 232 | 98.72 | 1.28 | 64.66 |
| Female | 102 | 100 | 98.04 | 1.96 | 58.00 |
| Male | 133 | 132 | 99.25 | 0.75 | 69.70 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 0.00 | 75.00 |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 29 | 29 | 100.00 | 0.00 | 51.72 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 56.25 |
| White | 173 | 170 | 98.27 | 1.73 | 66.47 |
| English Learners | 13 | 13 | 100.00 | 0.00 | 23.08 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 31 | 31 | 100.00 | 0.00 | 48.39 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 52 | 50 | 96.15 | 3.85 | 42.00 |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | 50.82 | NT | 56.37 | 28.5 | 29.47 |

## 2021-22 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 |
|---|---|---|---|---|---|
| All Students | 62 | 61 | 98.39 | 1.61 | 50.82 |
| Female | 28 | 27 | 96.43 | 3.57 | 44.44 |
| Male | 34 | 34 | 100 | 0 | 55.88 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 45 | 44 | 97.78 | 2.22 | 54.55 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 12 | 92.31 | 7.69 | 33.33 |

## 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.

### 2021-22 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.   Due to changes to the 2021-22 PFT administration, only participation results are required 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 | 100% | 100% | 100% | 100% | 100% |

## 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.

### 2022-23 Opportunities for Parental Involvement

Flora Vista 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. Our Back-to-School Fall Social, Jog-a-Thon, Spring Gala & Auction, Restaurant Nights, Performing Arts Nights, Academic Events, Spring Social, Wellness Week, and Walk to School Week are just a few of the many activities and events open to parents. Parent and school-community organizations are extremely supportive of the educational program at Flora Vista. Organizations include the Parent Teacher Association (PTA), Encinitas Educational Foundation, EUSD Special Ed Parent Council, and more. All volunteers participate in an orientation and training, and all visitors/volunteers are cleared through the Megan's law database. Our PTA has reimagined many of our annual programs to encourage community engagement during and after the pandemic era. Some opportunities for virtual parent meetings (e.g., Principal Chats and PTA meetings) have remained in place after COVID only when it has served to increase participation and access for our families.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 414 | 411 | 43 | 10.5 |
| Female | 185 | 184 | 19 | 10.3 |
| Male | 229 | 227 | 24 | 10.6 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 18 | 18 | 1 | 5.6 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 4 | 4 | 0 | 0.0 |
| Hispanic or Latino | 51 | 51 | 7 | 13.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 25 | 25 | 4 | 16.0 |
| White | 305 | 302 | 30 | 9.9 |
| English Learners | 21 | 21 | 3 | 14.3 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 57 | 57 | 13 | 22.8 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 83 | 83 | 15 | 18.1 |

## 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 0.22 | 0.18 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.24 | 1.21 | 0.10 | 0.40 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 1.21 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 2.18 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 5.56 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.96 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.98 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.51 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.20 | 0.00 |

## 2022-23 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 Flora Vista 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 2022 and accepted by the Board of Trustees in November 2022.

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. 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.

## 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 | 32 | | 2 | 1 |
| 1 | 23 | | 3 | |
| 2 | 23 | | 3 | |
| 3 | 23 | | 3 | |
| 4 | 25 | | 2 | |
| 5 | 32 | | 2 | |
| 6 | 31 | | 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 | 21 | 1 | 1 | |
| 1 | 24 | | 2 | |
| 2 | 20 | 1 | 2 | |
| 3 | 18 | 3 | | |
| 4 | 30 | | 2 | |
| 5 | 24 | | 2 | |
| 6 | 29 | | 2 | |
| Other | 23 | | 1 | |

## 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 | 22 | | 2 | |
| 1 | 19 | 3 | | |
| 2 | 23 | | 3 | |
| 3 | 22 | | 3 | |
| 4 | 21 | 1 | 2 | |
| 5 | 21 | 1 | 2 | |
| 6 | 24 | | 2 | |

## 2021-22 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 |

## 2021-22 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)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 1.0 |
| **Social Worker** | |
| **Speech/Language/Hearing Specialist** | 1.0 |
| **Resource Specialist (non-teaching)** | 0.2 |
| **Other** | 1.0 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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** | $17,989.40 | $8,618.87 | $9,370.53 | $85,724.00 |
| **District** | N/A | N/A | $9,225.29 | $86,031 |
| **Percent Difference - School Site and District** | N/A | N/A | 1.6 | -0.4 |
| **State** | N/A | N/A | $6,594 | $87,271 |
| **Percent Difference - School Site and State** | N/A | N/A | 34.8 | -1.8 |

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | $49,527 | $52,641 |
| Mid-Range Teacher Salary | $81,627 | $83,981 |
| Highest Teacher Salary | $121,065 | $107,522 |
| Average Principal Salary (Elementary) | $151,048 | $136,247 |
| Average Principal Salary (Middle) | | $142,248 |
| Average Principal Salary (High) | | $139,199 |
| Superintendent Salary | $237,544 | $242,166 |
| Percent of Budget for Teacher Salaries | 39% | 34% |
| 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. The district-wide trainings focused on school safety this year. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics. In 2022-23 all staff completed two sessions of Equity Professional Learning, focused on Belonging. 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 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12 | 11 | 11 |