Mission Estancia Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mission Estancia Elementary
Street	3330 Calle Barcelona
City, State, Zip	Carlsbad, CA 92009-9319
Phone Number	(760) 943-2004
Principal	Lisa McColl
Email Address	lisa.mccoll@eusd.net
Website	www.eusd.net/me
County-District-School (CDS) Code	37 68080 6108534

Entity	Contact Information
District Name	Encinitas Union Elementary School District
Phone Number	760.944.4300
Superintendent	Andrée Grey
Email Address	Andrée.Grey@eusd.net
Website	www.eusd.net/pages/default.aspx

School Description and Mission Statement (School Year 2019-20)

Encinitas Union School District serves the City of Encinitas and the La Costa area of Carlsbad in North San Diego County. Although located in the city of Carlsbad, Mission Estancia Elementary is actually one of nine schools in the impressive Encinitas Union School District. All of the District's schools have been recognized as California Distinguished Schools, and Mission Estancia has also been recognized as a National Blue Ribbon School as well as a recipient of the National PTA Award of Excellence.

We offer a full academic program from kindergarten through sixth grade to approximately 500 students. Our rigorous curriculum, focus on high quality instructional delivery and enrichment opportunities, support us in fulfilling the mission of creating 21st century citizens. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, science enrichment, physical education, music, garden science and digital literacy. Students are also involved in SOAR (Sharing Our Acceptance and Responsibility), SWPPP(Storm Water Pollution Prevention Program), Mission Estancia Ambassadors (a student leadership team), Energy Teams, Science Fair and a Film Guild.

The teachers and staff are dedicated to continuous improvement, ensuring the academic success of every student and providing a safe and productive learning experience. We also offer a variety of choices for after school enrichment including second languages, Fit Kids, art enrichment, etc. . For struggling students, we provide intervention assistance during the day through the research-based programs in both reading and math. For students on the cusp of grade level proficiency, we provide support to ensure they maintain skills for continued success. In addition, we work with our students that are performing above grade level to extend their learning and provide opportunities for extended learning experiences.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	56
Grade 1	67
Grade 2	52
Grade 3	66
Grade 4	90
Grade 5	76
Grade 6	76
Total Enrollment	483

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	7.2
Filipino	0.8
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.2
White	68.1
Two or More Races	5.2
Socioeconomically Disadvantaged	10.6
English Learners	5.4
Students with Disabilities	17.8
Foster Youth	0.4
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	17	24	250
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September, 2019

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 (Most Recent Year)

Mission Estancia Elementary School provides a safe, clean environment for students, staff and volunteers. School facilities were built in 1990 and currently include the media center, multi-purpose room, staff lounge, 29 permanent classrooms, two playgrounds and a beautiful school garden used by both students and the school community. Facility information in this report was current as of March 2019. Mission Estancia replaced five portable classrooms for five permanent structures. Additionally, a wing of the new structure serves as the new library that better supports the demands of the technology than the previous location.

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.

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

Year and month of the most recent FIT report: March 15, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	81	81	75	75	50	50
Mathematics (grades 3-8 and 11)	75	76	71	71	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	310	304	98.06	1.94	80.59
Male	151	148	98.01	1.99	77.03
Female	159	156	98.11	1.89	83.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	25	24	96.00	4.00	79.17
Filipino	--	--	--	--	--
Hispanic or Latino	56	55	98.21	1.79	69.09
Native Hawaiian or Pacific Islander					
White	208	204	98.08	1.92	84.31
Two or More Races	16	16	100.00	0.00	81.25
Socioeconomically Disadvantaged	32	32	100.00	0.00	62.50
English Learners	28	28	100.00	0.00	60.71
Students with Disabilities	59	56	94.92	5.08	44.64
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	310	304	98.06	1.94	75.99
Male	151	148	98.01	1.99	80.41
Female	159	156	98.11	1.89	71.79

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	25	24	96.00	4.00	79.17
Filipino	--	--	--	--	--
Hispanic or Latino	56	55	98.21	1.79	63.64
Native Hawaiian or Pacific Islander					
White	208	204	98.08	1.92	80.39
Two or More Races	16	16	100.00	0.00	68.75
Socioeconomically Disadvantaged	32	32	100.00	0.00	28.13
English Learners	28	28	100.00	0.00	57.14
Students with Disabilities	59	56	94.92	5.08	39.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.8	29.5	43.6

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Collaboration and community are an integral part of Mission Estancia's success. Parents can be found in countless classrooms, engaged in rewarding, meaningful work. Community members are invited to share their knowledge and experience, and connect our students to their greater world.

Mission Estancia has an active volunteer base. Volunteers regularly serve on the PTA (Parent Teacher Association), SSC (School Site Council), EEF (Encinitas Education Foundation), ELAC and various committees such as safety, wellness, technology, fun facilitator, and green team. Volunteers also help in classrooms, and assist in school activities and long-term projects.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	1.5	0.4	0.3	0.4	0.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Maintaining a safe and orderly environment is essential to learning. The Comprehensive School Safety Plan (CSSP) is developed by Mission Estancia 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. It was most recently updated and reviewed in September 2019 and accepted by the Board of Trustees in November 2019.

The CSSP includes elements such as emergency plans and procedures, including the Run, Hide, Fight Model, the School Protection Evacuation Plan for Wildfire, school rules and school dress codes. Fire drills are conducted monthly, earthquake drills are held four times a year, and two lockdown exercise drills are practiced each year. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers and other school staff.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		2		20	1	3		19	1	3	
1	24		2		23		2		24		2	
2	22		4		25		2		18	1	2	
3	24		3		24		4		22	1	2	
4	30		2		30		2		29		3	
5	31		3		31		3		29		2	
6	23	1	3		30		3		25	1	3	
Other**	11	1			14	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	2.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,304.03	$0	$8,304.03	$80,265.00
District	N/A	N/A	$8,580.00	$80,974.00
Percent Difference - School Site and District	N/A	N/A	-3.3	-10.4
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	18.1	-12.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,545	$45,741
Mid-Range Teacher Salary	$75,064	$81,840
Highest Teacher Salary	$111,331	$102,065
Average Principal Salary (Elementary)	$132,290	$129,221
Average Principal Salary (Middle)	$0	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$231,817	$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	16

In Encinitas teachers participate in professional development at least once per month. Four months are dedicated to district-wide training, while six months are dedicated to school specific training. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics. In the 2019-2020 school year there were also several PD days dedicated to math and NGSS.