



Encinal Elementary School

195 Encinal Ave. • Atherton, CA 94027-3102 • (650) 326-5164 • Grades K-5

Sharon Burns, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Menlo Park City School District

181 Encinal Avenue
Atherton, CA, 94027
650-321-7140
mpcsd.org

District Governing Board

David Ackerman
Stacey Jones
Joan Lambert
Caroline Lucas
Terry Thygesen

District Administration

Erik Burmeister
Superintendent

School Description

Vision Statement:

At Encinal School, students

- Master the core curriculum and excel beyond the basics to become critical thinkers, curious innovators and creative problem solvers -Recognize their individual learning styles, strengths and areas for growth, and advocate for their needs as learners
- Pursue learning with eagerness, independence and a spirit of inquiry supported by a toolbox of strategies and skills -Collaborate as active citizens who contribute positively to the school, community and world

Mission Statement:

Encinal School provides an engaging and challenging learning environment where students actively acquire the knowledge, skills and attitudes to be successful as learners in a changing, global society

Values and Beliefs:

We believe:

- Each student must be actively engaged in an enriched, rigorous, differentiated education that prepares them for success in middle school and beyond -Each child is a precious, talented, unique individual who learns and grows along his/her own developmental time table
- Attending to a variety of learning styles as well as the social, emotional and physical well-being of our students is critical to their success -Interpersonal relationships form an essential foundation for happiness and success at school -Effective collaboration requires trust, mutual respect, and honest communication
- School policies and practices must support the health and well being of children

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	110
Grade 2	88
Grade 3	89
Grade 4	112
Grade 5	141
Grade 6	3
Total Enrollment	641

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	12.5
Filipino	0.3
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	1.4
White	55.5
Two or More Races	11.4
Socioeconomically Disadvantaged	8.4
English Learners	11.9
Students with Disabilities	9
Foster Youth	0.3

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			
Encinal Elementary School	15-16	16-17	17-18
With Full Credential	46	41	45
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Menlo Park City School District	15-16	16-17	17-18
With Full Credential	♦	♦	200
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Encinal Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Units of Study for Teaching Reading, Heinemann, Teachers College Reading & Writing Project, K-5 Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading & Writing Project, K-5 Adelante!, Benchmark Education, K-5, ELA Spanish Immersion Words Their Way, Pearson, K-5 Leveled Literacy Intervention, Fountas & Pinnell, K-5</p> <p>ENGLISH LEARNERS EL: English 3D, California Edition, K-5 ELD Links, Lingual Learning, K-5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>California Math Expressions, Houghton Mifflin, K-5 Big Ideas Math Common Core Advanced 1, Houghton Mifflin, 5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>CALIFORNIA FOSS, Delta Education, as listed below: Trees, FOSS, K Wood and Paper, FOSS, K Animals 2x2, FOSS, K Solids & Liquids, FOSS, 1 Plants and Animals, FOSS, 1 Air and Weather, FOSS, 1 Pebbles, Sand & Silt, FOSS, 2 Balance and Motion, FOSS, 2 Insects and Plants, FOSS, 2 Structures of Life, FOSS, 3 Sun, Moon and Stars, FOSS, 3 Matter and Energy, FOSS, 3 Environments, FOSS, 4 Solid Earth, FOSS, 4 Magnetism and Electricity, FOSS, 4 Water Planet, FOSS, 5 Mixtures & Solutions, FOSS, 5 Living Systems, FOSS, 5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Reflections, California Series, Harcourt School Publishers, K-5 Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Health	<p>Second Step, Committee for Children, K-2 Skills for Growing, Lions-Quest, 3-5 Puberty Talks, Health Connected,</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Visual and Performing Arts	<p>Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Encinal School campus includes a large playfield and blacktop area, classrooms, an art room, two multipurpose rooms, and a science lab, as well as administration and conference areas. With support from our community, Encinal School was fully modernized in 2000. In 2006, the community approved a \$91.1 million bond measure to improve district facilities. In the fall of 2010, a new state of the art fourth and fifth-grade complex was completed at Encinal School, the final phase of the campus reconfiguration to become a K- 5 school. The new work consisted of multipurpose building and new classrooms. In addition, existing classrooms saw further modernization with new windows, doors, and upgraded FA system. In the summer of 2014 the carpet in 7 classrooms was replaced and in the summer of 2015 carpet, ceiling and lighting upgrades are planned for another 7 classrooms as part of our on-going modernization efforts. The Encinal campus also includes a sizable school garden. Each class maintains a plot throughout the year. Garden lessons are coordinated with the California State Standards for the grade level and managed with the help of parent volunteers. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the site Principal conduct regular walk-throughs to identify and prioritize necessary maintenance projects. The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repair are given the highest priority. Cleaning standards for all schools in the district have been established. The Principal and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District annually sets monies aside for long-term maintenance projects. The district’s complete maintenance plan is available at the district office.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X	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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	80	81	82	82	48	48
Math	80	79	81	80	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	86	87	91	93	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	2.9	19.3	75.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	214	206	96.3	87.4
Male	104	98	94.2	86.7
Female	110	108	98.2	88.0
Asian	20	20	100.0	95.0
Hispanic or Latino	35	32	91.4	62.5
White	117	113	96.6	92.9
Two or More Races	24	23	95.8	91.3
English Learners	14	14	100.0	28.6
Students with Disabilities	28	24	85.7	58.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	339	97.98	80.53
Male	195	192	98.46	78.65
Female	151	147	97.35	82.99
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	37	90.24	83.78
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.11	48.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	197	98.99	90.86
Two or More Races	40	40	100	77.5
Socioeconomically Disadvantaged	31	31	100	38.71
English Learners	46	42	91.3	47.62
Students with Disabilities	41	41	100	43.9
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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	342	98.84	78.95
Male	195	194	99.49	80.41
Female	151	148	98.01	77.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	40	97.56	92.5
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.11	55.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	197	98.99	85.28
Two or More Races	40	40	100	77.5
Socioeconomically Disadvantaged	31	31	100	35.48
English Learners	46	45	97.83	48.89
Students with Disabilities	41	41	100	39.02
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.

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)

ENCINAL PARENT SUPPORT ORGANIZATIONS (PTO AND MPAEF)

Encinal is supported by two great organizations: the Parent Teacher Organization and the Menlo Park-Atherton Educational Foundation. "Approximately 90% of the funding for our schools comes from local sources: including property taxes, parcel taxes, and your support of two crucial organizations – the Menlo Park-Atherton Education Foundation (MPAEF) and each school's Parent Teacher Organization (PTO)."(mpcsd.org)

Our PTO and MPAEF continuously plan for and fund incredible programs and activities that enrich the lives of our students. Every year our PTO funds school assemblies, debate tournaments, cultural diversity events, environmental education, family science night, classroom field trips, student agendas and folders, the children's musical, noon time activities, Kinder art, Encinal's garden, Book Faire, spirit wear, August kinder socials, recess equipment, 5th grade graduation picnic, classroom library books, first day welcome back coffee, and health and safety equipment to name a few!

The PTO and MPAEF hold yearly support drives and appreciate the support of the community. To learn more about opportunities to join or support these great organizations go to encinal.mpcsd.org and go to the PTO menu.

Recognizing the need to enhance our partnership and communication with all parents, we are implementing new technology tools this year to reach parents in a new and streamlined way. Our tools serve to engage parents in their home language and foster a deeper understanding of what's happening in their child's education and classroom. We have secured a grant to pilot LivingTree, a secure and safe school-home communication network that is Children's Online Privacy Protection Act (COPPA) compliant, as our communication tool. LivingTree will serve as Encinal's private social network, and parents will see posts (messages, photos, calendar items, event sign-ups, etc.) from their children's teachers and school administrators. LivingTree offers a web-based and mobile (iOS and Android) service that makes it easy for teachers and administrators to communicate, schedule, and engage parents in a single, safe, and integrated place! This is an opt-in tool and our goal is 100% parent engagement.

Our Social Emotional Parent Advisory Team, Parent Teacher Organization, School Site Council and our English Language Advisory Council continue to keep parent engagement at the forefront of all our work. Our annual AugustNew Family Orientation event helps transition any new family to Encinal School.

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.

School Safety Plan

Encinal's Emergency Site Operation and Safety Plan is updated annually through the office of the Associate Principal. This Emergency Plan addresses the Encinal School planned response to emergency situations associated with emergencies and/or disasters. It is designed to be read, understood, and exercised prior to an emergency and integrated into the Standardized Emergency Management System (SEMS).

The plan has been written to encompass most potential emergency situations on a school grounds. Situations may occur where standard methods and practices may be modified for such circumstances. Nothing contained in the plan should be interpreted as an obstacle to the experience, initiative, and/or ingenuity to adapt to the complexities which exist under emergency conditions.

Site and Classroom Hazard surveys are conducted at the beginning of each school year.

Encinal School follows the San Mateo County "Big Five" of immediate actions. Big Five Protocols are posted next to all classroom doors and throughout the campus. Encinal School conduct drills every year in order to be prepare for a situation where this is a dangerous person on campus or in the neighborhood. Drills are scheduled with our School Resource Officer from the Atherton Police Department.

Our Student and Parent Handbook is provided to each parent at the beginning of the school year and includes an outline of the Big Five Protocols as well as school rules and behavior expectations. All staff review these protocols at the beginning of the school year and all teachers review the rules and expectations with students at the start of each new school year.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	24	21	2	2	4	2	2	4	3	3	
1	23	23	22			2	4	4	2			
2	21	21	23	1	1		4	4	4			
3	23	23	22			1	4	4	4			
4	23	23	23	2	2	1	7	7	5			
5	71	71	124	2	2	2	7	7	9	2	2	5
Other	4	4	9	2	2	1						

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

Professional Development provided for Teachers

During the 2016-2017 school year, Teachers College Reading and Writing Project was officially adopted as part of our ELA adoption cycle. All K-5 teachers receive up to 5 days of on-site professional development with a staff developer from Teachers College - Columbia University. This on-site staff development occurs in the classroom working with our staff and students.

Teachers also participate in staff development with our three teachers on special assignment who support in a variety of ways including curriculum mapping, unit planning, integrating technology, in-class coaching to name a few

Several teachers attend conferences throughout the school year including the Reading Recovery Council of North America Annual Conference in Ohio, National Math Innovate & Conference in Las Vegas, SMCOE PBL conference, CABE Bilingual Conference in Sacramento, and Reimaging Grading conference in Oregon.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,207	\$47,034
Mid-Range Teacher Salary	\$94,237	\$73,126
Highest Teacher Salary	\$115,437	\$91,838
Average Principal Salary (ES)	\$167,388	\$116,119
Average Principal Salary (MS)	\$178,141	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$229,468	\$178,388
Percent of District Budget		
Teacher Salaries	44%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full-time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and we also have robust Student Support services including speech and language specialists, resource specialists, psychologists, school counselors, and nursing. Core textbooks are purchased with district funds and state funds, and monies raised by the PTO supplement instructional materials and supplies. We are constantly working to increase the amount and quality of technology in our schools.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6950	817	6132	97,284
District	◆	◆	9028	\$101,064
State	◆	◆	\$6,574	\$74,194
Percent Difference: School Site/District			-32.1	-3.7
Percent Difference: School Site/ State			-6.7	31.1

* Cells with ◆ do not require data.