# Encinal Elementary School

**195 Encinal Ave. • Atherton, CA 94027-3102 • (650) 326-5164 • Grades K-5**
**Sharon Burns, Principal**
sburns@mpcsd.org
encinal.mpcsd.org

## 2017-18 School Accountability Report Card
## Published During the 2018-19 School Year

**Menlo Park City School District**
181 Encinal Avenue
Atherton, CA, 94027
650-321-7140
mpcsd.org

### District Governing Board

David Ackerman

Caroline Lucas

Stacey Jones

Sherwin Chen

Scott Saywell

### District Administration

Erik Burmeister
**Superintendent**

## School Description

Encinal Elementary School, located in Atherton, California is a public elementary school serving a diverse group of approximately 602 students from grades K to 5 composed of 12% ELL, 6% IFEP, and 3% RFEP students. Encinal offers a variety of services, supports, and learning experiences and has strong parent support through an active Parent Teacher Organization (PTO). Just over 10% of our student population are English Language Learners speaking a myriad of world languages.

Encinal Elementary received the California Distinguished School Award in 2017 for significant improvement in state assessments in mathematics for students with disabilities, low SES, and hispanic/latino students. A spotlight on Encinal School was featured in San Mateo County's "Achievement in Motion" report highlighting best practices for student achievement. Principal Burns was a guest panelist for the 10th annual SMCOE Zap the Gap summit on improving student outcomes. Encinal School also received an Exemplary Visual and Performing Arts Award for our work in art, theatre, dance, and music.

The K-5 Spanish Immersion strand at Encinal is one of the most distinctive aspects of the school. Students enter the program in kindergarten and learn in Spanish every year through fifth grade. Continuing our efforts to embrace cultural diversity and expand our focus on global understanding, we will expand our World Language program to include grades K-5, with students learning Spanish through the Foreign Language in Elementary Schools (FLES) model.

Students from neighboring communities are welcomed into the school via the Tinsley Volunteer Transfer Program, part of the San Mateo County Office of Education.

Encinal is especially proud of is its full inclusion Learning Centers that provides services to students with significant physical and learning needs. Students, who are given instruction through our two fully staffed classrooms, receive support from a team of occupational and speech therapists, one-on-one assistance, the school counselor, and school administration.

Encinal teaches social emotional learning (S.E.L) for all students through our robust S.E.L program. Each year Encinal focuses on three themes of learning. This year we are explicitly teaching compassion, teamwork, and honesty through lessons in each classroom, assemblies and workshops, and messaging on ENTV. Themes are determined each year based on prior student climate survey data and through parent input from PTO, School Site Council and our annual parent survey. In addition to the year long themes, all students are taught how to resolve conflicts peacefully through tools such as the "Go to 5", "Talk-it-Out" and the Four Square Apology. We will continue deepening understanding and implementation of Restorative Practices through classroom community circles and on-site staff development. This year our school counselor will expand our Tier 3 SEL program to include Trauma Informed Care and Practice (TCIP). TICP is a strengths-based framework that is responsive to the impact of trauma, emphasizing physical, psychological, and emotional safety for students in need and creates opportunities for students to rebuild a sense of control and empowerment.

In alignment with Common Core Standards and Next Generation Science Standards, Encinal redesigned our science lab, branding it Encinal ENspired Lab in 2017-2018. We created an engaging STEAM lab that includes a maker's space with integrated learning activities and new technology that include science, technology, engineering, math and art learning experiences. This year we will start to develop K-5 curriculum maps for ENspired Lab learning. We will continue our annual Encinal Engineering Event (E3), where students engage in STEM related learning opportunities with parent volunteers.

Our "Charlie Chart" initiative will now be housed through our world language program. This hands on curriculum has students engaging in garden-to-table food production, harvesting, and cooking through a portable kitchen on site. The Charlie cart curriculum integrates science, math, and language arts standards into a dynamic food experience for our students.

At the core of all of our work is Encinal's commitment to close our achievement gap and to continue our equity work. We are continuing our Triple E extended day school academic center.

We are in year two of implementing a new technology tool to reach and engage parents in a new and streamlined way. This tool serves 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 second grant to continue 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 continue to 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 PTO, School Site Council and our English Language Advisory Council will continue to keep parent engagement at the forefront of all our work.

In addition to the core academic subjects, all students attend enrichment classes in world language music, art, library, PE, and a wide selection of after school activities. All students learn music, PE, and art and at the fourth-grade level are given the chance to begin instruction in string or band instruments. Students demonstrate their learning several times a year through music performances including the Winter Sing, Spring Musical, and Encinal's Talent Show. The PTO also coordinates our annual Cultural Arts Day and a variety of after school activities ranging from chess and cooking to Mandarin and Lego Club. Encinal students receive a great well-rounded education!

The students also receive a variety of opportunities to participate in many community field trips sponsored by the PTO. Fifth graders get a rare look at the life of an ancient mariner with the ship trip aboard the Balcutha, a ship built in 1886 and presently docked in San Francisco's famous Fisherman's' Wharf. Later in the year, the Fifth Graders also experience the diverse environment of California's wilderness by participating in the YMCA Outdoor School at Camp Jones Gulch. Other grades also visit great sites such as the California Academy of Science, Sanchez Adobe, Marine Science Institute and Hidden Villa Farm.

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: Growing successful learners for a changing, global society

## 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 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.

| 2017-18 Student Enrollment by Grade Level | |
|---|---|
| Grade Level | Number of Students |
| Kindergarten | 114 |
| Grade 1 | 109 |
| Grade 2 | 114 |
| Grade 3 | 86 |
| Grade 4 | 91 |
| Grade 5 | 112 |
| Total Enrollment | 627 |

| 2017-18 Student Enrollment by Group | |
|---|---|
| Group | Percent of Total Enrollment |
| Black or African American | 1.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 14.8 |
| Filipino | 0.3 |
| Hispanic or Latino | 17.2 |
| Native Hawaiian or Pacific Islander | 1.8 |
| White | 54.1 |
| Socioeconomically Disadvantaged | 12.0 |
| English Learners | 12.6 |
| Students with Disabilities | 9.6 |
| 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 | 16-17 | 17-18 | 18-19 |
| With Full Credential | 41 | 45 | 40 |
| Without Full Credential | 1 | 1 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Menlo Park City School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 204 |
| Without Full Credential | ♦ | ♦ | 4 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| Encinal Elementary School | 16-17 | 17-18 | 18-19 |
| 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 2018-19)**

| Textbooks and Instructional Materials<br>Year and month in which data were collected: December 2017 ||
|---|---|
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing Project, K-5<br><br>Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading and Writing Project, K-5<br><br>Adelante!, Benchmark Education, K-5, ELA Spanish Immersion<br><br>Words Their Way, Pearson, K-5<br><br>Leveled Literacy Intervention, Fountas and Pinnell, K-5<br><br>ENGLISH LEARNERS<br><br>EL: English 3D, California Edition, K-5<br><br>ELD Links, Lingual Learning, K-5<br><br>**The textbooks listed are from most recent adoption:**    Yes<br>**Percent of students lacking their own assigned textbook:**   0.0% |
| **Mathematics** | California Math Expressions, Houghton Mifflin, K-5<br><br>Big Ideas Math Common Core Advanced 1, Houghton Mifflin, 5<br><br>**The textbooks listed are from most recent adoption:**    Yes<br>**Percent of students lacking their own assigned textbook:**   0.0% |
| **Science** | CALIFORNIA FOSS, Delta Education, as listed below:<br><br>Trees, FOSS, K<br><br>W ood and Paper, FOSS, K<br><br>Animals 2x2, FOSS, K<br><br>Solids and Liquids, FOSS, 1<br><br>Plants and Animals, FOSS, 1<br><br>Air and W eather, FOSS, 1<br><br>Pebbles, Sand and Silt, FOSS, 2<br><br>Balance and Motion, FOSS, 2<br><br>Insects and Plants, FOSS, 2<br><br>Structures of Life, FOSS, 3<br><br>Sun, Moon and Stars, FOSS, 3<br><br>Matter and Energy, FOSS, 3<br><br>Environments, FOSS, 4 |

| Textbooks and Instructional Materials<br>Year and month in which data were collected: December 2017 | |
|---|---|
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| | Solid Earth, FOSS, 4<br><br>Magnetism and Electricity, FOSS, 4<br><br>W ater Planet, FOSS, 5<br><br>Mixtures and Solutions, FOSS, 5<br><br>Living Systems, FOSS, 5<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0.0% |
| **History-Social Science** | Reflections, California Series, Harcourt School Publishers, K-5<br><br>Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0.0% |
| **Health** | Second Step, Committee for Children, K-2<br><br>Skills for Growing, Lions-Quest, 3-5<br><br>Puberty Talks, Health Connected,<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0.0% |
| **Science Laboratory Equipment** | N/A<br>**The textbooks listed are from most recent adoption:**  N/A<br>**Percent of students lacking their own assigned textbook:**  0.0% |

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: October 2018 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **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 | (Room B0, Room 21) Need a deep clean |
| **Electrical:** Electrical | Good | (Staff Room, Kitchen, Room 4, Room 19) Lights need to be replaced |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | (Room 26, Girl's Restroom, Boy's Restroom, Room 22, Room 24A) Faucets broken, Urinal broken |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | Ceiling tiles need to be replaced |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | **Good** | |

## 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

| Subject | | | | | | |
|---|---|---|---|---|---|---|

| | 2017-18 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|---|
| **Subject** | **Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)** | | | | | |
| | **School** | | **District** | | **State** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **ELA** | 81.0 | 80.0 | 82.0 | 84.0 | 48.0 | 50.0 |
| **Math** | 79.0 | 79.0 | 80.0 | 81.0 | 37.0 | 38.0 |

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 Science for All Students | | | | | |
|---|---|---|---|---|---|---|
| **Subject** | **Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)** | | | | | |
| | **School** | | **District** | | **State** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **Science** | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | **4 of 6** | **5 of 6** | **6 of 6** |
| **5** | 9.3 | 22.2 | 63.9 |

\* 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.

| School Year 2017-18 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** | 284 | 273 | 96.13 | 80.22 |
| **Male** | 155 | 151 | 97.42 | 74.17 |
| **Female** | 129 | 122 | 94.57 | 87.70 |
| **Black or African American** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 40 | 35 | 87.50 | 88.57 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 46 | 44 | 95.65 | 47.73 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | 153 | 151 | 98.69 | 86.09 |
| **Two or More Races** | 34 | 32 | 94.12 | 93.75 |
| **Socioeconomically Disadvantaged** | 34 | 33 | 97.06 | 42.42 |
| **English Learners** | 45 | 39 | 86.67 | 56.41 |
| **Students with Disabilities** | 27 | 26 | 96.30 | 26.92 |
| **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 2017-18 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** | 284 | 275 | 96.83 | 78.55 |
| **Male** | 155 | 152 | 98.06 | 78.95 |
| **Female** | 129 | 123 | 95.35 | 78.05 |
| **Black or African American** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 40 | 36 | 90 | 91.67 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 46 | 44 | 95.65 | 38.64 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | 153 | 152 | 99.35 | 84.87 |
| **Two or More Races** | 34 | 32 | 94.12 | 96.88 |
| **Socioeconomically Disadvantaged** | 34 | 33 | 97.06 | 30.3 |
| **English Learners** | 45 | 41 | 91.11 | 51.22 |
| **Students with Disabilities** | 27 | 26 | 96.3 | 42.31 |
| **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 school site

**Opportunities for Parental Involvement (School Year 2018-19)**
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, cultural diversity events, environmental education, family science night, garden, 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 teachers host a celebratory Volunteer Luncheon each spring where all parent volunteers are honored and awards are given for outstanding volunteer service.

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 in our 2nd year of implementing new technology tools 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.

Parents are invited to participate in our annual school site survey that requests feedback on areas of strength and areas of growth for the site. Survey results help to inform the school site initiatives for the following year.

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 to respond 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 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 prepared 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 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.1 | 0.0 | 0.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.2 | 0.2 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| 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.

| 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 (non-teaching) | 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+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 19 | 21 | 22 | | 3 | | 6 | 2 | 5 | | 0 | 0 |
| 1 | 22 | 22 | 22 | | 2 | 1 | 4 | 3 | 4 | | | |
| 2 | 23 | 22 | 23 | | | | 4 | 4 | 5 | | | |
| 3 | 22 | 22 | 22 | | 1 | | 5 | 3 | 4 | | | 0 |
| 4 | 23 | 22 | 23 | | 1 | 1 | 6 | 4 | 3 | | | |
| 5 | 23 | 21 | 22 | 1 | 2 | 1 | 8 | 4 | 4 | 0 | | 0 |
| 6 | | | | | 1 | | | | | | | |
| Other | 4 | 9 | 9 | 1 | | | | 1 | | | 4 | |

\* 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 2017-2018 school year, Encinal became a project school for Teachers College Reading and Writing Project. All K-5 teachers receive up to 10 days of on-site professional develop 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.

| FY 2016-17 Teacher and Administrative Salaries | | |
|---|---|---|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | $59,662 | $48,064 |
| Mid-Range Teacher Salary | $96,593 | $75,417 |
| Highest Teacher Salary | $118,323 | $94,006 |
| Average Principal Salary (ES) | $171,573 | $119,037 |
| Average Principal Salary (MS) | $159,380 | $123,140 |
| Average Principal Salary (HS) | $0 | $135,974 |
| Superintendent Salary | $235,205 | $183,692 |
| Percent of District Budget | | |
| Teacher Salaries | 44.0 | 36.0 |
| Administrative Salaries | 7.0 | 6.0 |

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

| FY 2016-17 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 | $103,622 |
| State | ♦ | ♦ | $7,125 | $76,046 |
| Percent Difference: School Site/District | | | -32.1 | -3.7 |
| Percent Difference: School Site/ State | | | -6.7 | 31.1 |

\* Cells with ♦ 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**

With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. W e 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. W e are constantly working to increase the amount and quality of technology in our schools.