

Encinal Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Sharon Burns, Principal

Principal, Encinal Elementary

About Our School

Encinal school is an exciting community of students, parents, faculty, community members, and volunteers. We are a strong, richly diverse community that exemplifies a broad world view. The Encinal community strives to challenge, support and inspire each student to reach for academic excellence. We believe in supporting the entire child. We encourage our students to take risks, wonder, explore, imagine, and embrace all learning opportunities. Welcome to our community.

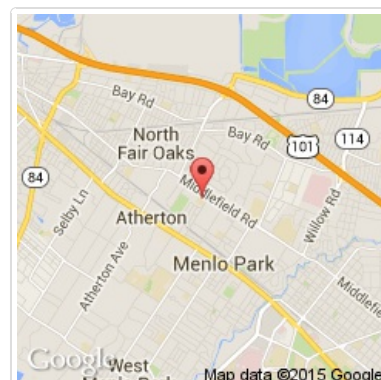
Encinal School provides an enriched and challenging environment where students:

- 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

Contact

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Atherton, CA
94027-3102

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[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School		District	
School Name	Encinal Elementary	District Name	Menlo Park City Elementary
Street	195 Encinal Ave.	Phone Number	(650) 321-7140
City, State, Zip	Atherton, Ca, 94027-3102	Web Site	www.mpcsd.org
Phone Number	650-326-5164	Superintendent First Name	Maurice
Principal	Sharon Burns, Principal	Superintendent Last Name	Ghysels, Ed.D.
E-mail Address	sburns@mpcsd.org	E-mail Address	mghysels@mpcsd.org
County-District-School (CDS) Code	41689656044135		

Last updated: 1/26/2015

School Description and Mission Statement (Most Recent Year)

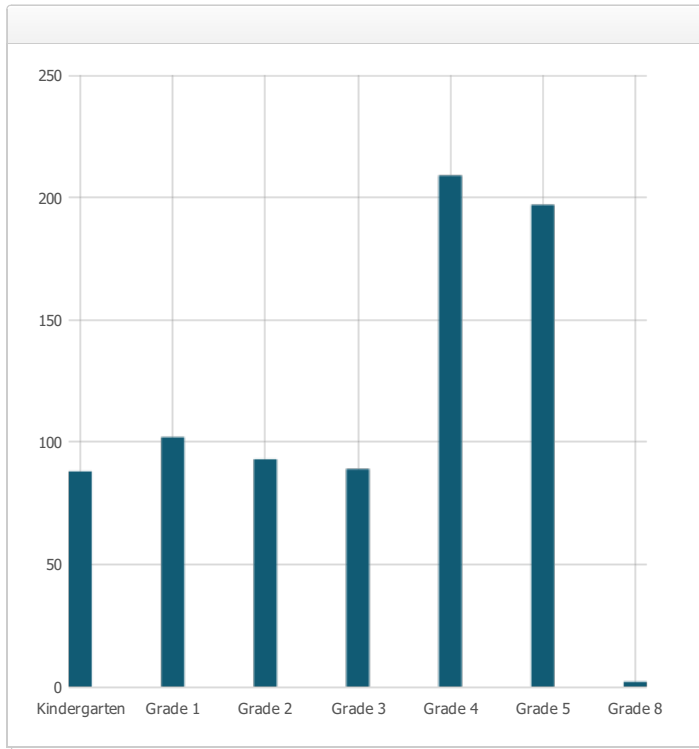
Encinal School is located on the peninsula, approximately 35 miles south of San Francisco. Encinal is one of the four schools in the Menlo Park City School District with an enrollment of approximately 795 students in Kindergarten through Grade 5.

The school's mission statement is: Encinal provides an enriched, challenging learning environment where students are actively engaged in the development of knowledge, skills and attitudes to support their success as learners in a global society.

Last updated: 1/26/2015

Student Enrollment by Grade Level (School Year 2013-14)

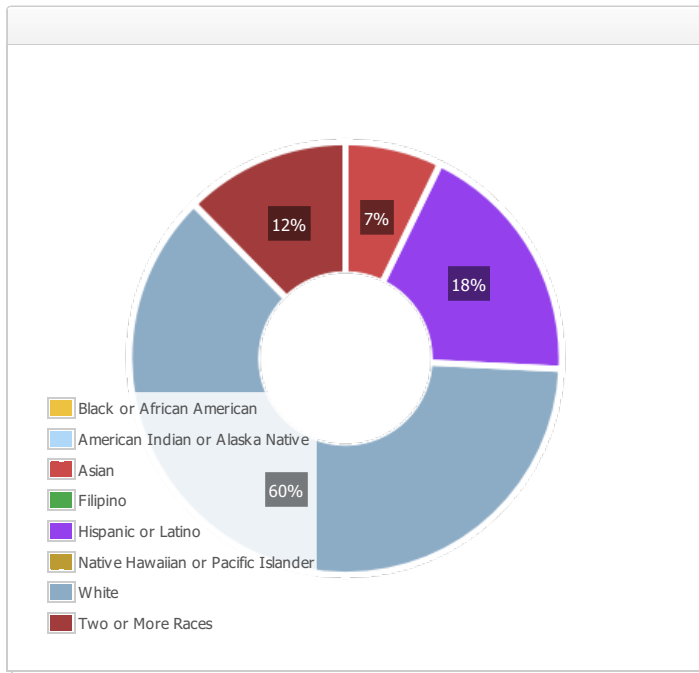
Grade Level	Number of Students
Kindergarten	88
Grade 1	102
Grade 2	93
Grade 3	89
Grade 4	209
Grade 5	197
Grade 8	2
Total Enrollment	780



Last updated: 1/26/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	7.4
Filipino	0.1
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.8
White	60.0
Two or More Races	12.4
Socioeconomically Disadvantaged	6.5
English Learners	10.8
Students with Disabilities	4.1



Last updated: 1/26/2015

A. Conditions of Learning

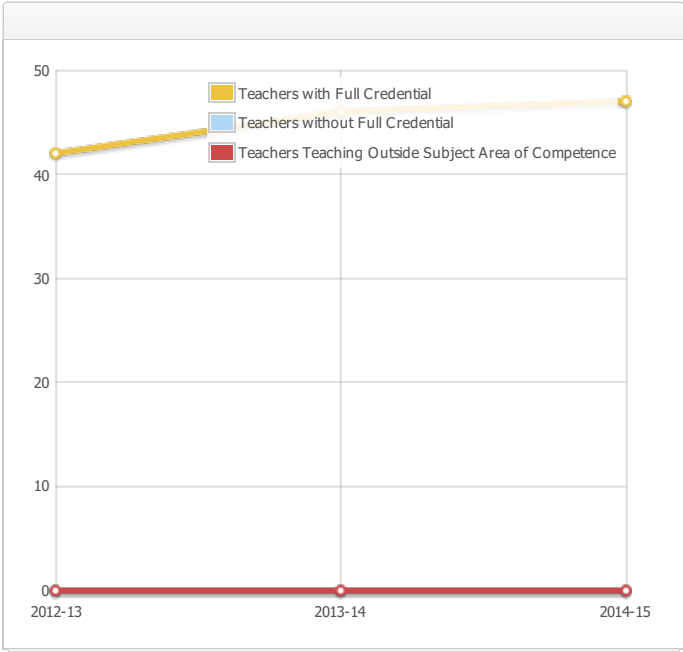
State Priority: Basic

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

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

Teacher Credentials

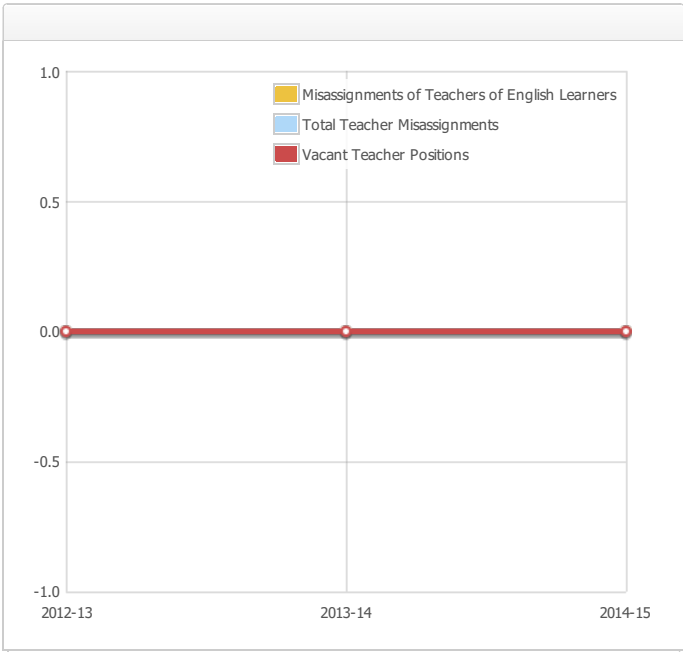
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	42	46	47	180
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/26/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/26/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: November 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SRA/ Open Court Reading ('02)	Yes	0.0
Mathematics	Everyday Mathematics, McGraw Hill (Third Ed. 2008)	Yes	0.0
Science	K, Trees, FOSS ('07) K, Wood and Paper, FOSS ('07) K, Animals 2x2, FOSS ('07) 1, Solids & Liquids, STC ('07) 1, Plants & Animals, FOSS ('07) 1, Air & Weather, FOSS ('07) 2, Pebbles, Sand & Silt, FOSS ('07) 2, Balance and Motion, FOSS ('07) 2, Insects & Plants, FOSS ('07) 3, Structures of Life, FOSS ('07) 3, Sun Moon & Stars, FOSS ('07) 3, Matter & Energy, FOSS ('07) 4, Environments, FOSS ('07) 4, Solid Earth, FOSS ('07) 4, Electricity & Magnetism, FOSS ('07) 5, Weather Planet, FOSS ('07) 5, Mixtures & Solutions, FOSS ('07) 5, Living Systems, FOSS ('07)	Yes	0.0
History-Social Science	Reflections, Harcourt School Publishers ('07)	Yes	0.0
Foreign Language			0.0
Health	K-2 Committee for Children: Second Step ('02) 3-5 Lions-Quest: Skills for Growing ('03)	Yes	0.0
Visual and Performing Arts	K-5 SILVER BURDETT MUSIC, Silver Burdett & Ginn		0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/26/2015

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 in 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. For 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. For the 2014-15 budget the district will set aside \$580,000 districtwide. This will cover roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems upgrades. The district's complete maintenance plan is available at the district office.

Last updated: 1/26/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	District plans to contract with outside vendor an regular HVAC maintenance.
Interior: Interior Surfaces	Good	Carpet, ceiling, and lighting replacement in 7 classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Regular inspections and reviews of the bathrooms to ensure cleanliness.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/26/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	92	91	83	94	93	89	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/26/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	83
Male	81
Female	85
Black or African American	
American Indian or Alaska Native	
Asian	92
Filipino	
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	
White	90
Two or More Races	100
Socioeconomically Disadvantaged	15
English Learners	24
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/9/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	84%	84%	83%	84%	85%	86%	54%	56%	55%
Mathematics	87%	87%	88%	85%	87%	88%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	87%	86%	82%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/9/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	5	4	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/9/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	1	-9	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-17	-4
Native Hawaiian or Pacific Islander			
White	-1	3	-2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/9/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.9%	29.1%	37.8%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

Last updated: 1/9/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Parental involvement is highly valued and encouraged at Encinal School. Parents are active participants in all aspects of the educational program. Attendance at Back-to-School Night, Parent Conferences, Open House and other community events range from 90-95%. Parents regularly assist with classroom activities including enrichment programs by volunteering in a multitude of ways around campus. The majority of families are members of our PTO and the Menlo Park Atherton Education Foundation which provide critical funding to enhance the education experience for our children.

State Priority: Pupil Engagement

Last updated: 1/26/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

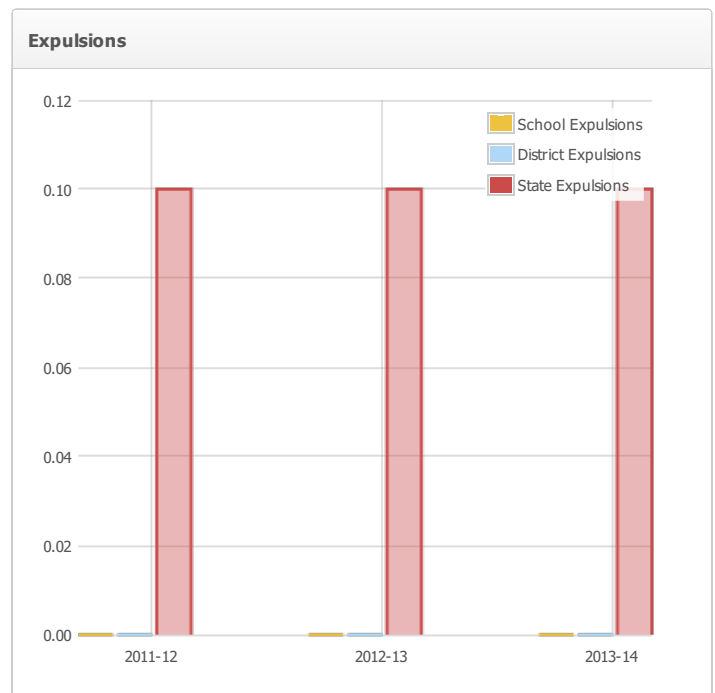
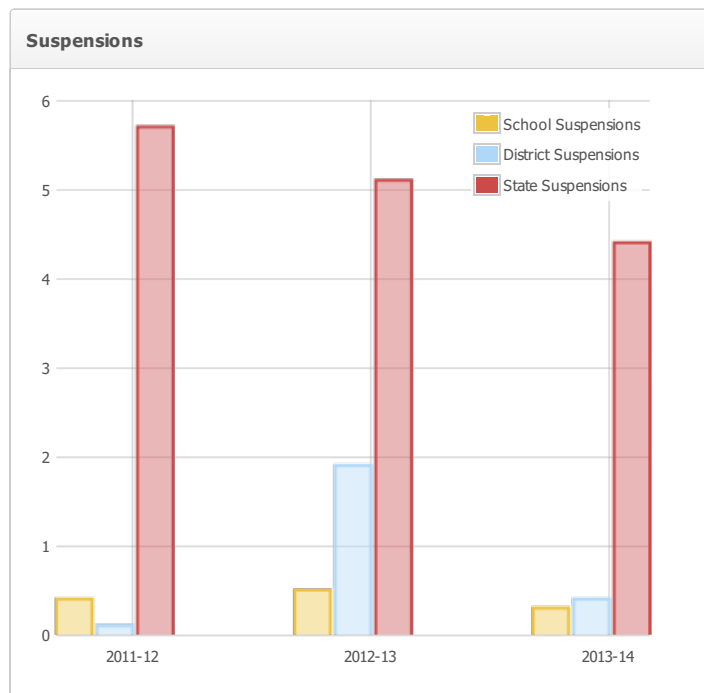
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.40	0.50	0.30	0.10	1.90	0.40	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/15/2015

School Safety Plan - Most Recent Year

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

Last updated: 1/9/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement *		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/26/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.3	2	2	0	40.0	2	4	3	22.0		4	
1	20.4	1	4	0	25.0	2	4	1	17.0	4	2	
2	22.6	2	3	0	21.0	5	3	1	19.0	1	4	
3	22.0	4	1	0	37.0		5	1	15.0	3	3	
4	24.1	0	7	0	75.0	4	7	5	21.0	2	8	
5	24.0	0	8	0	77.0	1	7	5	20.0	2	8	
6												
Other												

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

Last updated: 1/26/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,933	\$692	\$5,240	\$94,645
District	N/A	N/A	\$7,604	\$95,258
Percent Difference – School Site and District	N/A	N/A	-31.10%	-0.60%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	11.70%	40.70%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

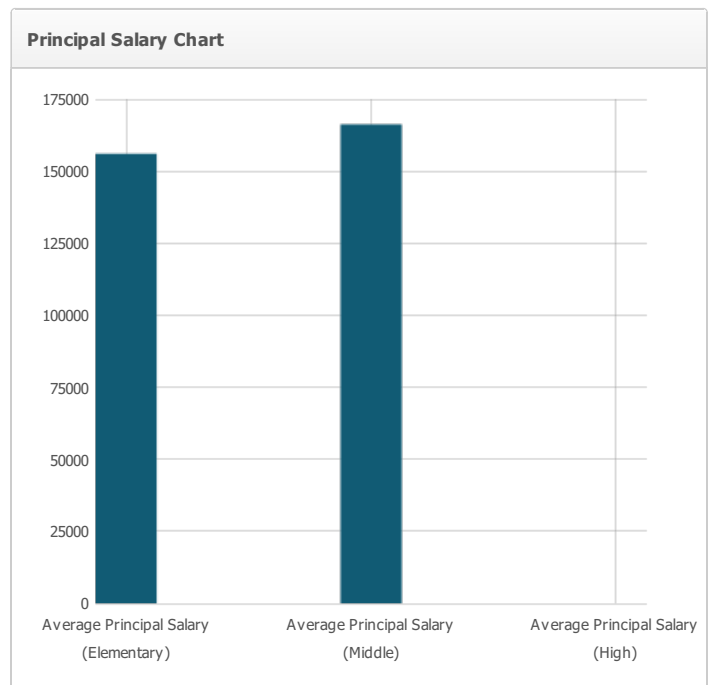
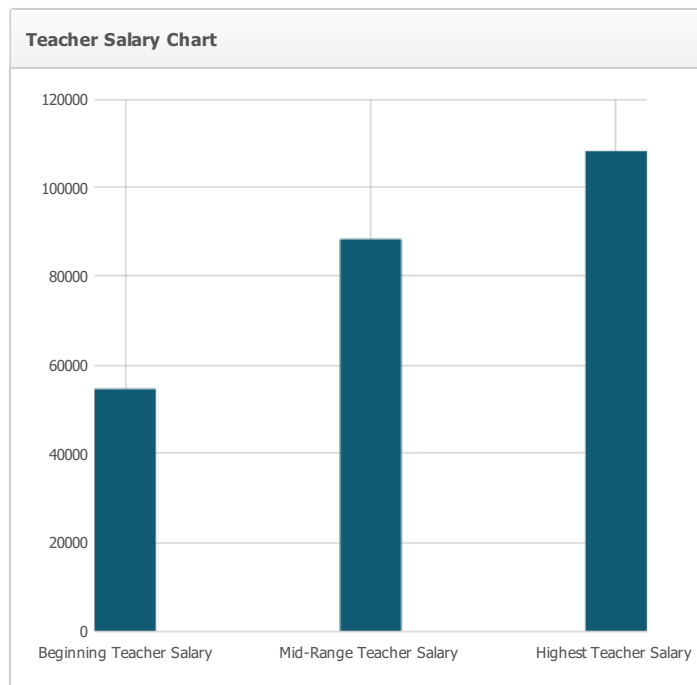
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading, Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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.

Last updated: 1/9/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,600	\$41,535
Mid-Range Teacher Salary	\$88,398	\$64,101
Highest Teacher Salary	\$108,285	\$82,044
Average Principal Salary (Elementary)	\$156,039	\$104,336
Average Principal Salary (Middle)	\$166,245	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$205,000	\$155,309
Percent of Budget for Teacher Salaries	47.0%	41.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/30/2015

Professional Development – Most Recent Three Years

The District values professional development of teachers and administrators as an ongoing process of professional growth and learning for the individual, and as a tool for increasing student achievement.

Professional development opportunities provided by the District include three staff development days, and three collaborative planning days. Professional Learning is also provided through attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development on early release days, and professional learning community work to analyze data and plan for instruction.

This year we continued workshops designed by our teachers for their peers where our teachers can share their expertise.

Last updated: 1/26/2015