

# Encinal Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.



### 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

Encinal Elementary  
195 Encinal Ave.  
Atherton, CA 94027-3102

Phone: 650-326-5164  
E-mail: [sburns@mpcsd.org](mailto:sburns@mpcsd.org)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Menlo Park City Elementary
<b>Phone Number</b>	(650) 321-7140
<b>Superintendent</b>	Maurice Ghysels, Ed.D.
<b>E-mail Address</b>	<a href="mailto:mghysels@mpcsd.org">mghysels@mpcsd.org</a>
<b>Web Site</b>	<a href="http://www.mpcsd.org">www.mpcsd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Encinal Elementary
<b>Street</b>	195 Encinal Ave.
<b>City, State, Zip</b>	Atherton, Ca, 94027-3102
<b>Phone Number</b>	650-326-5164
<b>Principal</b>	Sharon Burns, Principal
<b>E-mail Address</b>	<a href="mailto:sburns@mpcsd.org">sburns@mpcsd.org</a>
<b>Web Site</b>	<a href="http://encinal.mpcsd.org">encinal.mpcsd.org</a>
<b>County-District-School (CDS) Code</b>	41689656044135

*Last updated: 1/3/2017*

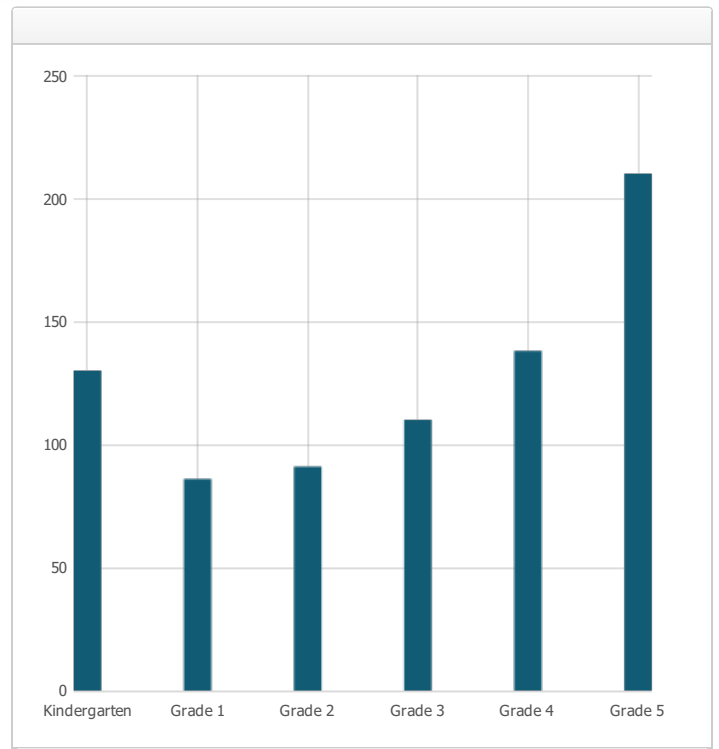
## School Description and Mission Statement (School Year 2016-17)

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 675 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: 1/3/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	130
Grade 1	86
Grade 2	91
Grade 3	110
Grade 4	138
Grade 5	210
<b>Total Enrollment</b>	<b>765</b>



Last updated: 1/3/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.0 %
Asian	6.9 %
Filipino	0.1 %
Hispanic or Latino	17.0 %
Native Hawaiian or Pacific Islander	0.7 %
White	46.3 %
Two or More Races	9.8 %
Other	18.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.7 %
English Learners	11.1 %
Students with Disabilities	8.8 %
Foster Youth	0.1 %

Last updated: 1/3/2017

# A. Conditions of Learning

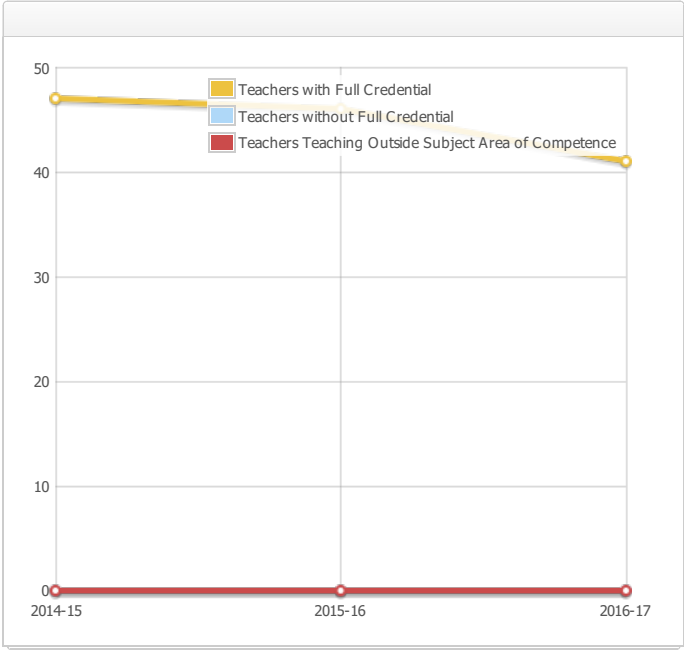
## State Priority: Basic

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

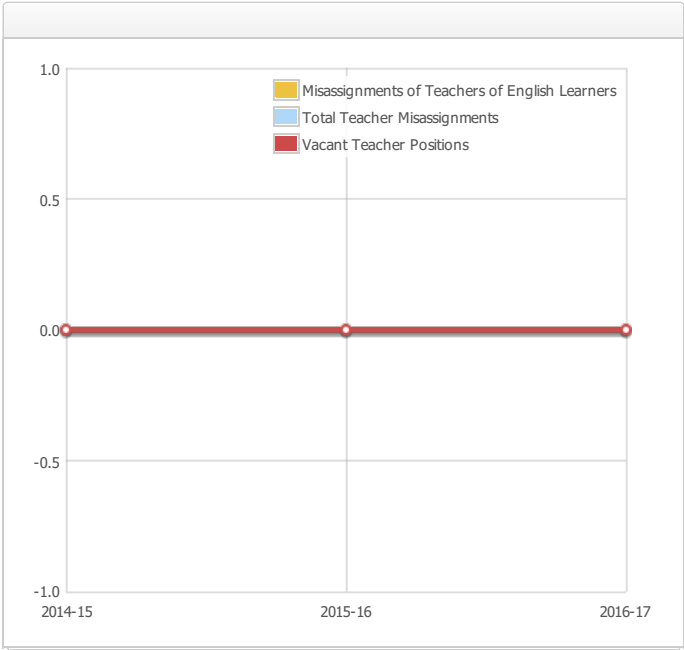
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	47	46	41	206
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/3/2017

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/3/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

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: 1/3/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SRA/Mc Graw Hill: SRA/Open Court Reading K-5 SRA/Mc Graw Hill: SRA/Foro Abierto K-5	No	0.0 %
Mathematics	Houghton Mifflin Harcourt: California Math Expressions: K-5, English and Spanish Houghton Mifflin Harcourt: California Big Ideas Math Common Core Advanced 1, 5th	Yes	0.0 %
Science	<b>Delta Education: California FOSS, K-5 as listed below:</b> FOSS Kindergarten: Trees, Wood and Paper, Animals 2x2 FOSS First Grade: Solids & Liquids, Plants and Animals, Air and Weather FOSS Second Grade: Pebbles, Sand & Silt, Balance and Motion, Insects and Plants FOSS Third Grade: Structures of Life, Sun, Moon and Stars, Matter and Energy FOSS Fourth Grade: Environments, Solid Earth, Magnetism and Electricity FOSS Fifth Grade: Water Planet, Mixtures & Solutions, Living Systems	Yes	0.0 %
History-Social Science	Harcourt School Publishers: Reflections, California Series, K-5 Harcourt School Publishers: Reflexiones, California Series, K-5	Yes	0.0 %
Foreign Language			0.0 %
Health	Committee for Children: Second Step K-2 Lions Quest: Skills for Growing 3-5	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmt	N/A	N/A	0.0 %

(Grades 9-12)

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

*Last updated: 1/3/2017*

## School Facility Conditions and Planned Improvements

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 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. For the 2015-16 budget the district will set aside about \$600,000 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: 1/3/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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	
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 Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Exemplary
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*Last updated: 1/3/2017*

## 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	80.0%	--	82.0%	--	48.0%	--
Mathematics (grades 3-8 and 11)	80.0%	--	81.0%	--	36.0%	--

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.

*Last updated: 1/3/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	110	109	99.1%	74.3%
Male	66	66	100.0%	71.2%
Female	44	43	97.7%	79.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	16	94.1%	43.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	63	100.0%	81.0%
Two or More Races	12	12	100.0%	75.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	12	100.0%	8.3%
Students with Disabilities	18	18	100.0%	55.6%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/3/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	141	138	97.9%	79.7%
Male	79	77	97.5%	80.5%
Female	62	61	98.4%	78.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.0%	47.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	76	96.2%	89.5%
Two or More Races	21	21	100.0%	81.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/3/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	214	208	97.2%	83.2%
Male	104	100	96.2%	77.0%
Female	110	108	98.2%	88.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	95.0%
Filipino	--	--	--	--
Hispanic or Latino	35	33	94.3%	51.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	115	98.3%	90.4%
Two or More Races	24	23	95.8%	87.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	14	12	85.7%	8.3%
Students with Disabilities	28	25	89.3%	52.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/3/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	109	99.1%	81.7%
Male	66	66	100.0%	81.8%
Female	44	43	97.7%	81.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	16	94.1%	43.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	63	100.0%	90.5%
Two or More Races	12	12	100.0%	83.3%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	12	100.0%	16.7%
Students with Disabilities	18	18	100.0%	55.6%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/4/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	141	139	98.6%	82.0%
Male	79	78	98.7%	83.3%
Female	62	61	98.4%	80.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.0%	65.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	77	97.5%	85.7%
Two or More Races	21	21	100.0%	76.2%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/4/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	214	210	98.1%	77.6%
Male	104	101	97.1%	74.3%
Female	110	109	99.1%	80.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	95.0%
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.1%	35.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	115	98.3%	87.0%
Two or More Races	24	23	95.8%	82.6%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	14	14	100.0%	21.4%
Students with Disabilities	28	25	89.3%	44.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/4/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83.0%	86.0%	87.0%	89.0%	91.0%	93.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/4/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent 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%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	20	20	100.0%	95.0%
Filipino	--	--	--	--
Hispanic or Latino	35	32	91.4%	62.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	113	96.6%	92.9%
Two or More Races	24	23	95.8%	91.3%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	14	14	100.0%	28.6%
Students with Disabilities	28	24	85.7%	58.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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: 1/4/2017*

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.4%	30.7%	44.8%

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: 1/4/2017*



## 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 2016-17)

Parental involvement is highly valued and encouraged at Encinal School. Parents are active participants in all aspects of the educational program including School Site Council, English Learner Advisory Committee, Social-Emotional Learning Team, Bike and Pedestrian Safety Committee, and Parent-Teacher Organization. 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: 1/3/2017*

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

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

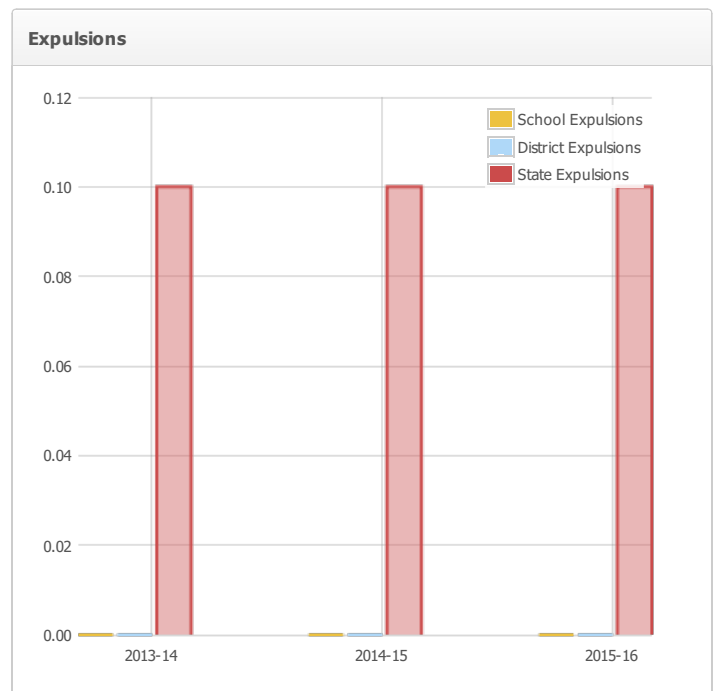
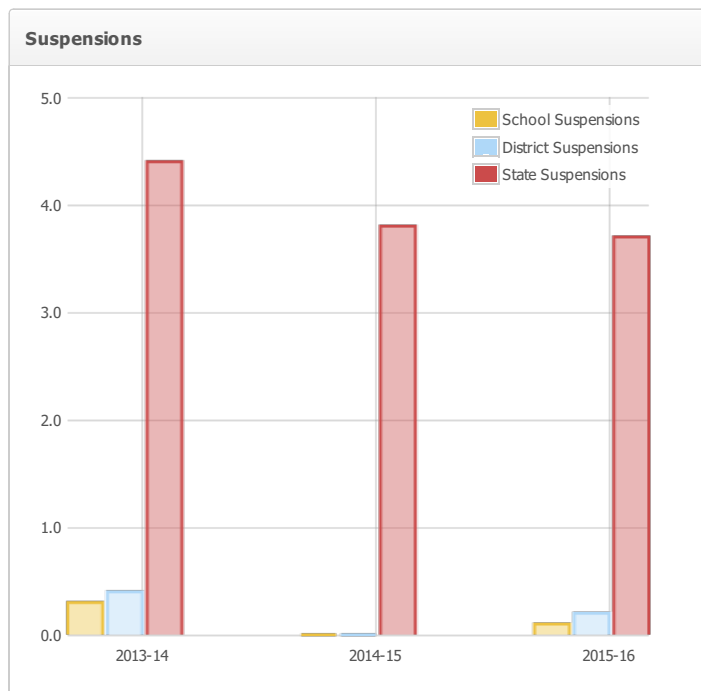
# State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	0.0	0.1	0.4	0.0	0.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/3/2017

## School Safety Plan (School Year 2016-17)

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The assistant 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: 1/3/2017

## 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 2016-17)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/4/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16		
	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+
K	22.0		4	21.0	2	2	21.0		6
1	20.0	3	2	23.0		4	22.0		4
2	23.0		4	21.0	1	4	23.0		4
3	17.0	2	3	23.0		4	22.0		5
4	23.0	1	8	23.0	2	7	23.0		6
5	22.0	1	8	23.0	2	7	23.0	1	8
6									
Other									

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

Last updated: 1/12/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	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: 1/10/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6304.5	\$748.0	\$5556.5	\$96417.0
District	N/A	N/A	\$8426.3	\$100890.0
Percent Difference – School Site and District	N/A	N/A	-34.1%	-4.4%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	-2.1%	34.6%

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

Last updated: 1/5/2017

## Types of Services Funded (Fiscal Year 2015-16)

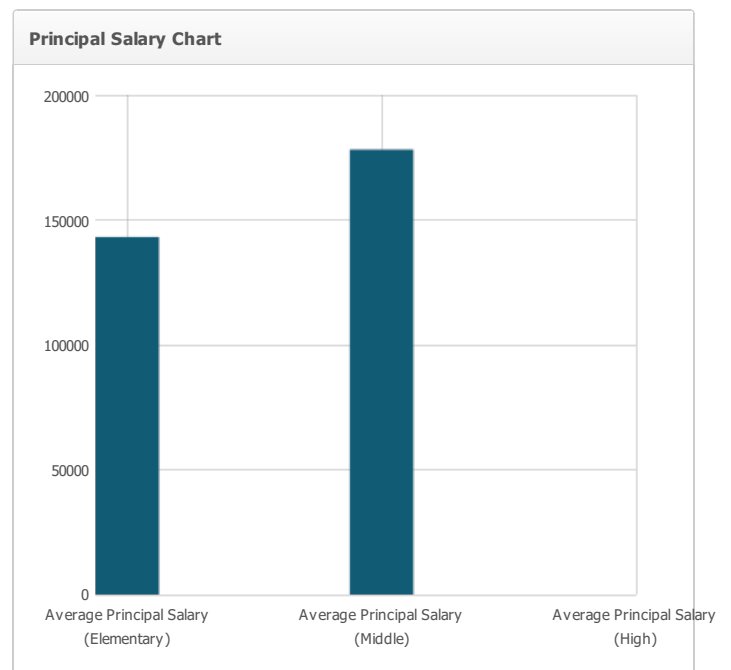
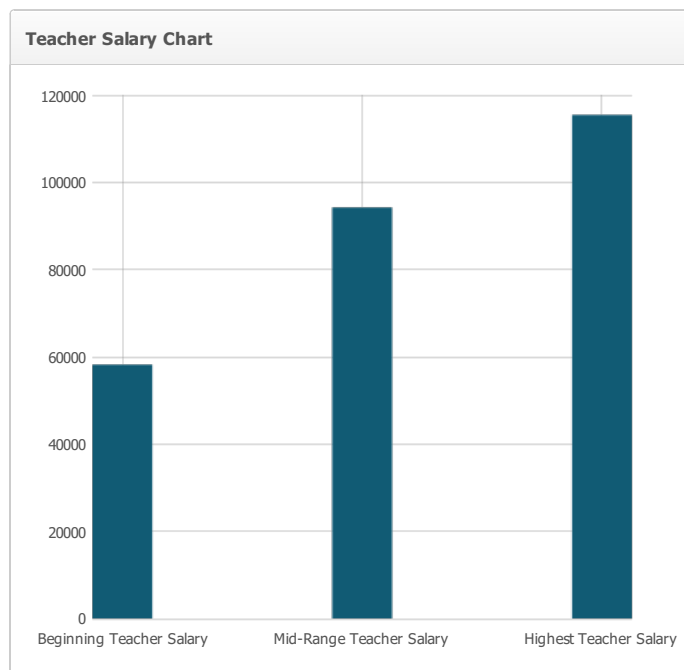
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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: 1/3/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,207	\$44,507
Mid-Range Teacher Salary	\$94,237	\$68,910
Highest Teacher Salary	\$115,437	\$88,330
Average Principal Salary (Elementary)	\$143,154	\$111,481
Average Principal Salary (Middle)	\$178,141	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$229,468	\$169,821
Percent of Budget for Teacher Salaries	44.0%	39.0%
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: 1/3/2017*

## Professional Development

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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.

The Encinal teaching staff participated in five on site professional development coaching sessions through staff developers at Columbia's Teachers College Reading and Writing Project in addition to one full day of math adoption roll out. Teachers also participated in two professional development days around Restorative Practices throughout the school year. Our part time technology teacher on special assignment supported staff with technology applications in the classroom.

*Last updated: 12/20/2016*