

Encinal Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Menlo Park City Elementary
Phone Number	(650) 321-7140
Superintendent	Maurice Ghysels, Ed.D.
E-mail Address	mghysels@mpcsd.org
Web Site	www.mpcsd.org

School Contact Information - Most Recent Year	
School Name	Encinal Elementary
Street	195 Encinal Ave.
City, State, Zip	Atherton, Ca, 94027-3102
Phone Number	650-326-5164
Principal	Sharon Burns, Principal
E-mail Address	sburns@mpcsd.org
County-District-School (CDS) Code	41689656044135

Last updated: 1/5/2016

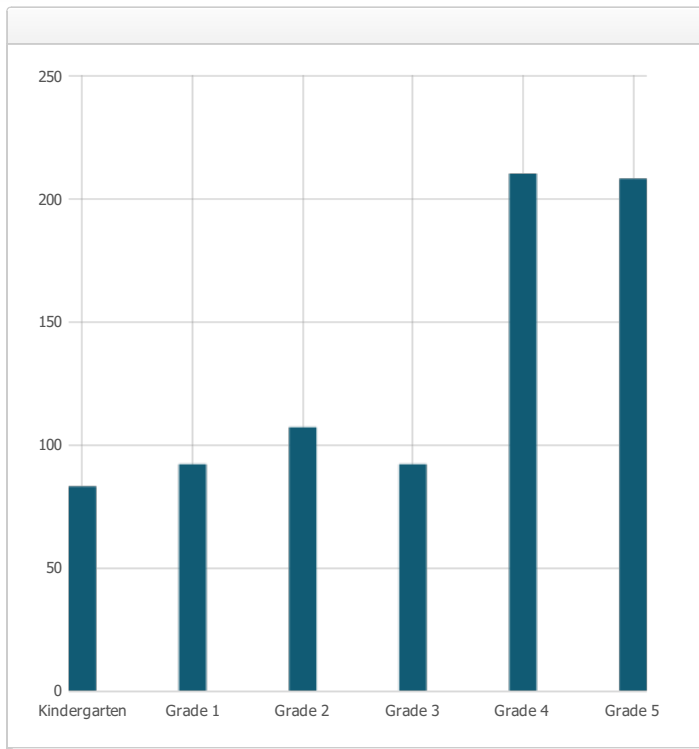
School Description and Mission Statement - Most Recent Year

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: 1/5/2016

Student Enrollment by Grade Level (School Year 2014-15)

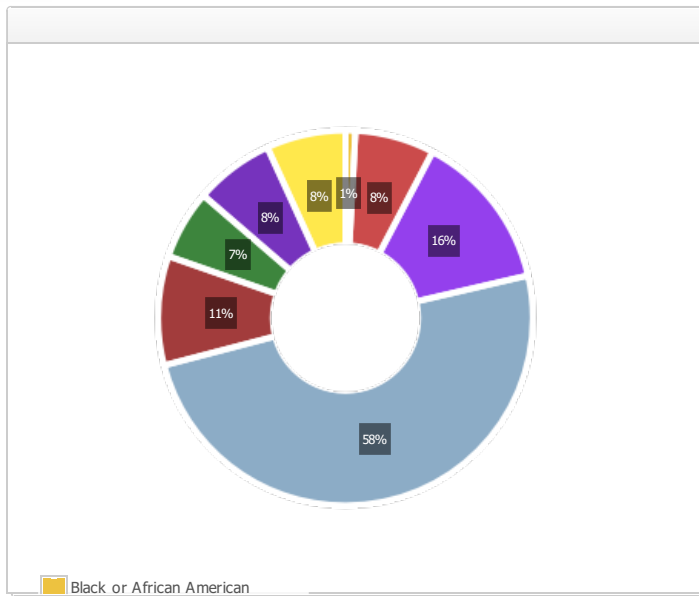
Grade Level	Number of Students
Kindergarten	83
Grade 1	92
Grade 2	107
Grade 3	92
Grade 4	210
Grade 5	208
Total Enrollment	792



Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.0 %
Asian	8.1 %
Filipino	0.3 %
Hispanic or Latino	16.4 %
Native Hawaiian or Pacific Islander	0.8 %
White	58.3 %
Two or More Races	11.7 %
Socioeconomically Disadvantaged	7.6 %
English Learners	8.6 %
Students with Disabilities	8.0 %
Foster Youth	0.0 %



Last updated: 1/5/2016

A. Conditions of Learning

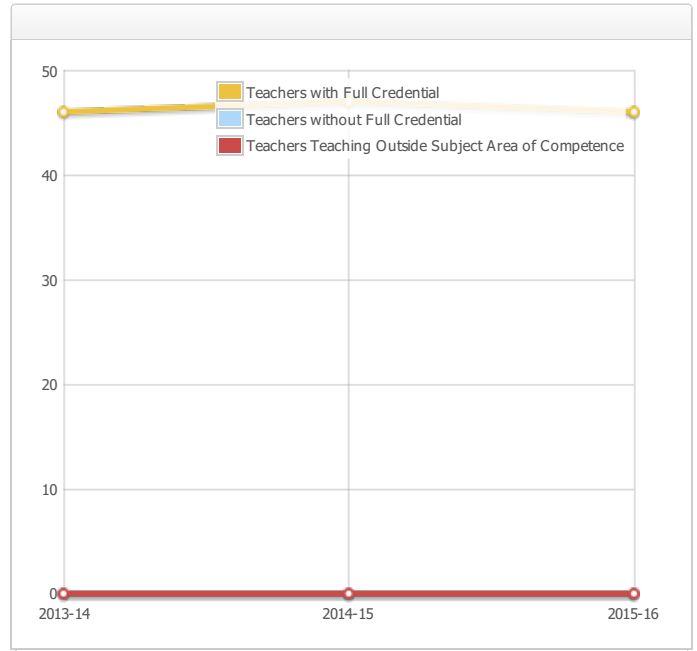
State Priority: Basic

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

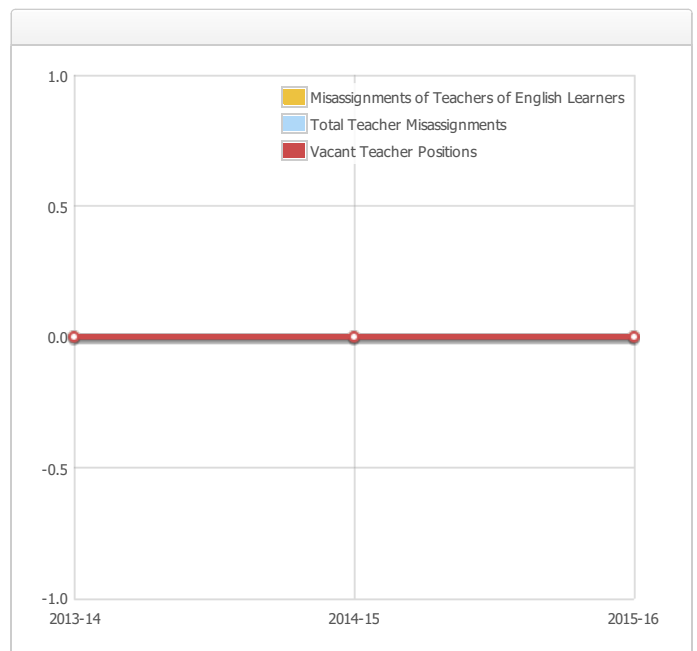
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	46	47	46	180
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	%
All Schools in District	100%	%
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	100%	%

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.

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

Year and month in which data were collected: December 2015

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)	No	0.0 %
Science	K: Trees; Wood and Paper; Animals 2x2, FOSS ('07) 1st: Solids & Liquids; Plants and Animals; Air & Weather, FOSS ('07) 2nd: Pebbles, Sand & Silt; Balance and Motion; Insects & Plants, FOSS ('07) 3rd: Structures of Life; Sun, Moon & Stars; Matter & Energy, FOSS ('07) 4th: Environments; Solid Earth; Electricity & Magnetism, FOSS ('07) 5th: Weather Planet; Mixtures & Solutions; 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, 1997	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

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: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2014

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 - Most Recent Year

Year and month in which data were collected: September 2014

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/5/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	81%	82%	44%
Mathematics (grades 3-8 and 11)	79%	79%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	93	89	95.7%	6.0%	9.0%	24.0%	62.0%
Male	93	51	54.8%	6.0%	10.0%	22.0%	63.0%
Female	93	38	40.9%	5.0%	8.0%	26.0%	61.0%
Black or African American	93	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	93	5	5.4%	--	--	--	--
Filipino	93	0	0.0%	--	--	--	--
Hispanic or Latino	93	14	15.1%	29.0%	14.0%	21.0%	36.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	93	55	59.1%	0.0%	5.0%	22.0%	73.0%
Two or More Races	93	14	15.1%	0.0%	21.0%	21.0%	57.0%
Socioeconomically Disadvantaged	93	6	6.5%	--	--	--	--
English Learners	93	8	8.6%	--	--	--	--
Students with Disabilities	93	2	2.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	215	204	94.9%	10.0%	12.0%	18.0%	60.0%
Male	215	100	46.5%	16.0%	15.0%	19.0%	50.0%
Female	215	104	48.4%	4.0%	9.0%	17.0%	70.0%
Black or African American	215	3	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	215	19	8.8%	0.0%	11.0%	26.0%	63.0%
Filipino	215	3	1.4%	--	--	--	--
Hispanic or Latino	215	35	16.3%	40.0%	14.0%	20.0%	26.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	215	117	54.4%	3.0%	9.0%	17.0%	70.0%
Two or More Races	215	23	10.7%	0.0%	17.0%	17.0%	65.0%
Socioeconomically Disadvantaged	215	13	6.0%	46.0%	31.0%	15.0%	8.0%
English Learners	215	16	7.4%	69.0%	13.0%	13.0%	6.0%
Students with Disabilities	215	22	10.2%	32.0%	23.0%	0.0%	45.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	219	206	94.1%	8.0%	10.0%	28.0%	54.0%
Male	219	105	47.9%	10.0%	10.0%	37.0%	44.0%
Female	219	101	46.1%	6.0%	10.0%	19.0%	65.0%
Black or African American	219	4	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	219	17	7.8%	0.0%	0.0%	47.0%	53.0%
Filipino	219	0	0.0%	--	--	--	--
Hispanic or Latino	219	34	15.5%	32.0%	29.0%	15.0%	24.0%
Native Hawaiian or Pacific Islander	219	1	0.5%	--	--	--	--
White	219	119	54.3%	3.0%	3.0%	31.0%	63.0%
Two or More Races	219	22	10.0%	9.0%	9.0%	23.0%	59.0%
Socioeconomically Disadvantaged	219	16	7.3%	44.0%	25.0%	25.0%	6.0%
English Learners	219	12	5.5%	42.0%	17.0%	42.0%	0.0%
Students with Disabilities	219	15	6.8%	33.0%	33.0%	20.0%	13.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	93	92	98.9%	3.0%	9.0%	22.0%	66.0%
Male	93	52	55.9%	0.0%	4.0%	25.0%	71.0%
Female	93	40	43.0%	8.0%	15.0%	18.0%	60.0%
Black or African American	93	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	93	5	5.4%	--	--	--	--
Filipino	93	2	2.2%	--	--	--	--
Hispanic or Latino	93	14	15.1%	7.0%	14.0%	36.0%	43.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	93	56	60.2%	4.0%	7.0%	14.0%	75.0%
Two or More Races	93	14	15.1%	0.0%	7.0%	29.0%	64.0%
Socioeconomically Disadvantaged	93	6	6.5%	--	--	--	--
English Learners	93	8	8.6%	--	--	--	--
Students with Disabilities	93	2	2.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	215	206	95.8%	4.0%	18.0%	23.0%	54.0%
Male	215	101	47.0%	5.0%	20.0%	17.0%	58.0%
Female	215	105	48.8%	4.0%	17.0%	30.0%	50.0%
Black or African American	215	3	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	215	19	8.8%	5.0%	0.0%	32.0%	63.0%
Filipino	215	5	2.3%	--	--	--	--
Hispanic or Latino	215	35	16.3%	14.0%	49.0%	17.0%	20.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	215	117	54.4%	2.0%	14.0%	22.0%	62.0%
Two or More Races	215	23	10.7%	0.0%	17.0%	22.0%	61.0%
Socioeconomically Disadvantaged	215	13	6.0%	38.0%	46.0%	15.0%	0.0%
English Learners	215	16	7.4%	31.0%	44.0%	19.0%	6.0%
Students with Disabilities	215	22	10.2%	18.0%	32.0%	14.0%	36.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	219	207	94.5%	9.0%	15.0%	25.0%	52.0%
Male	219	105	47.9%	8.0%	14.0%	24.0%	54.0%
Female	219	102	46.6%	10.0%	16.0%	25.0%	49.0%
Black or African American	219	4	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	219	17	7.8%	0.0%	6.0%	29.0%	65.0%
Filipino	219	1	0.5%	--	--	--	--
Hispanic or Latino	219	34	15.5%	35.0%	26.0%	21.0%	18.0%
Native Hawaiian or Pacific Islander	219	1	0.5%	--	--	--	--
White	219	119	54.3%	2.0%	12.0%	26.0%	61.0%
Two or More Races	219	22	10.0%	9.0%	18.0%	23.0%	50.0%
Socioeconomically Disadvantaged	219	16	7.3%	63.0%	13.0%	6.0%	19.0%
English Learners	219	12	5.5%	67.0%	0.0%	25.0%	8.0%
Students with Disabilities	219	15	6.8%	47.0%	27.0%	20.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	91%	83%	86%	92%	89%	91%	59%	60%	56%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	91%
All Students at the School	86%
Male	90%
Female	83%
Black or African American	--
American Indian or Alaska Native	--
Asian	100%
Filipino	--
Hispanic or Latino	44%
Native Hawaiian or Pacific Islander	--
White	96%
Two or More Races	90%
Socioeconomically Disadvantaged	31%
English Learners	33%
Students with Disabilities	40%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

State Priority: Other Pupil Outcomes

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

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5%	20.2%	48.1%

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: 1/5/2016

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 - Most Recent Year

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, 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: 1/5/2016

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

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

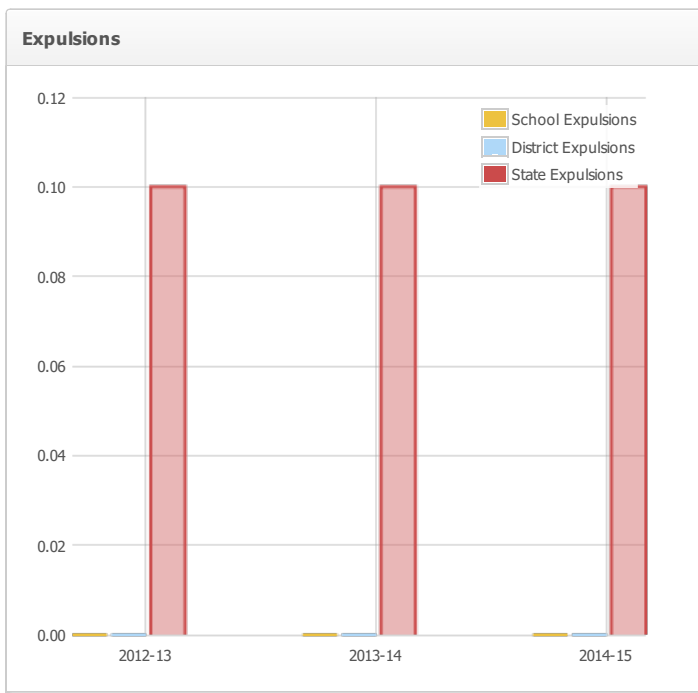
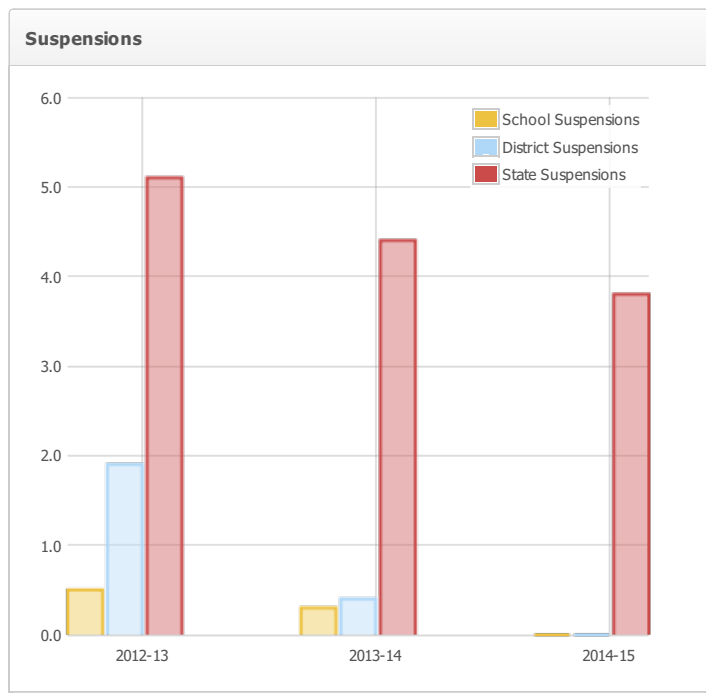
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.5	0.3	0.0	1.9	0.4	0.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2016

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: 1/5/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		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	%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	173.0	1	4	3	22.0		4		164.0	2	2	3
1	22.0		4		20.0	3	2		23.0		4	
2	19.0	2	3		23.0		4		21.0	1	4	
3	23.0		4		17.0	2	3		23.0		4	
4	25.0	1	7		23.0	1	8		23.0	2	7	
5	24.0		6		22.0	1	8		71.0	2	7	2
6												
Other	16.0	1	1						4.0	2		

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

Last updated: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor	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	0.4	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)		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: 1/5/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,974	\$830	\$5,144	\$83,245
District	N/A	N/A	\$8,072	\$95,985
Percent Difference – School Site and District	N/A	N/A	-36.3%	-13.3%
State	N/A	N/A	\$5,348	\$69,086
Percent Difference – School Site and State	N/A	N/A	9.7%	23.7%

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

Last updated: 1/5/2016

Types of Services Funded (Fiscal Year 2014-15)

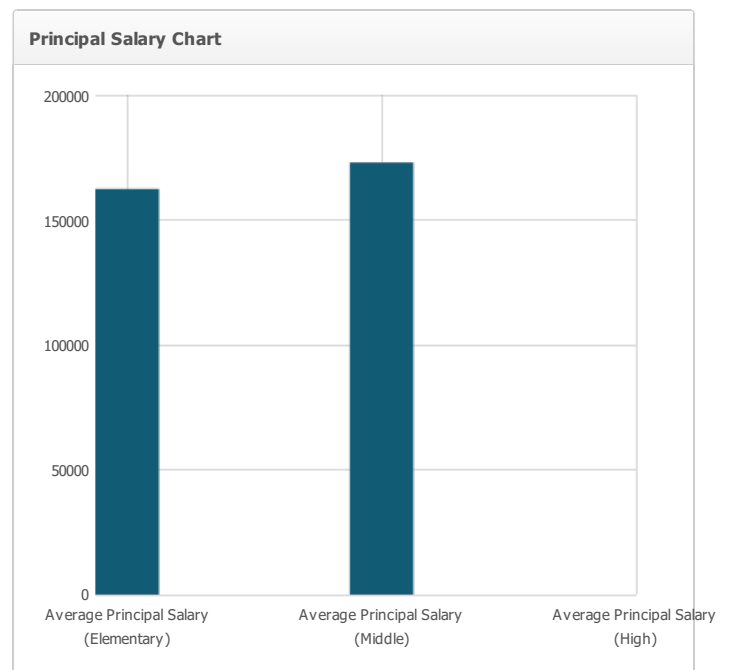
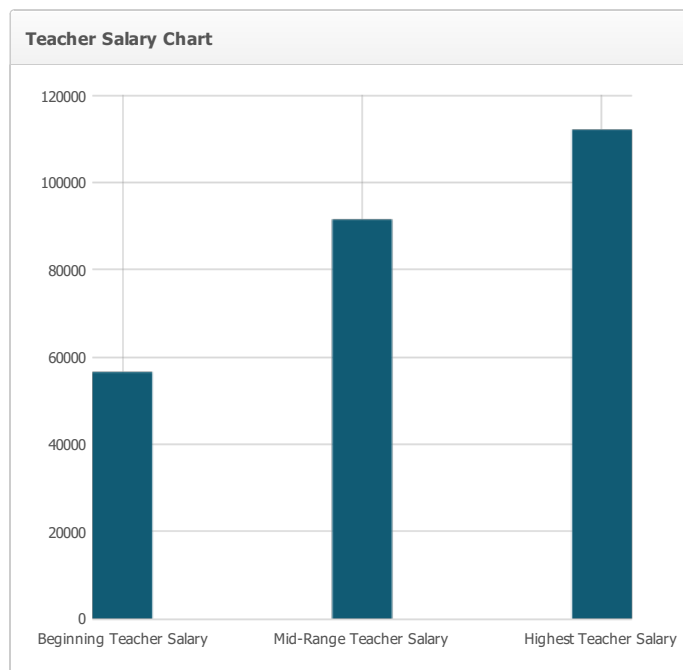
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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: 1/5/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,511	\$42,723
Mid-Range Teacher Salary	\$91,492	\$65,936
Highest Teacher Salary	\$112,075	\$84,545
Average Principal Salary (Elementary)	\$162,389	\$106,864
Average Principal Salary (Middle)	\$172,952	\$110,494
Average Principal Salary (High)	--	\$103,499
Superintendent Salary	\$186,795	\$159,133
Percent of Budget for Teacher Salaries	46%	40%
Percent of Budget for Administrative Salaries	6%	6%

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



Last updated: 1/5/2016

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: 1/5/2016