



# School Accountability Report Card (SARC) Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

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	Kenneth Ranella
Principal	Allison Liner	E-mail Address	cmetzler@mpcsd.org
E-mail Address	aliner@mpcsd.org	CDS Code	41-68965-6044135

### School Description and Mission Statement

This section provides information about the school's goals and programs.

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 395 students in grades 3-5.

The school's mission statement is: Encinal School provides a nurturing, safe environment to guide students from primary to higher levels of academic achievement and social development through a successful partnership with parents as well as support from the local community. We actively engage and challenge all students by establishing expectations to match the uniqueness of each individual. Encinal School builds a foundation for our students to be life-long learners through strong academic programs and a variety of enrichment opportunities.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parental involvement and support for Encinal is demonstrated in many ways. Back-to-School Night and Open House routinely draw 90-95% of our parents. Parent-Teacher conferences are an integral part of the educational program, and parent volunteers provide much direct and indirect assistance to the entire program.

PTO membership is approximately 85%. The PTO provides thousands of dollars in support of many programs. A hot food lunch is organized for the students four days per week. The Family Picnics and Fine Arts Fair are “community gatherings.” In addition, a cadre of parent volunteers provides classroom support by helping teachers in a mutually agreeable way on a regular basis. The Citizenship Program is in its fifth year at Encinal. These teams support the school and community in many ways: ball hut workers, student secretaries, sharing and caring community service, flag monitors, lost and found workers, sports assistants, safety patrol, student council, and school spirit leaders. Supervised by parents and teachers, these students give many hours of time to support the school program and climate.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 3	137
Grade 4	124
Grade 5	134
Total Enrollment	395

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.53 %	White (not Hispanic)	66.58 %
American Indian or Alaska Native	0 %	Multiple or No Response	17.22 %
Asian	5.82 %	Socioeconomically Disadvantaged	4 %
Filipino	0 %	English Learners	6 %
Hispanic or Latino	6.33 %	Students with Disabilities	13 %
Pacific Islander	1.52 %		

Average Class Size and Class Size Distribution (Elementary)

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	18.7	7			18.3	7			19.6	7		
4	23.4		5		21.6		5		24.8		5	
5	26.0		4		22.3	1	5		22.3		6	

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
3	100	100	100

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

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.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Encinal student behavior plan is based on the premise of respect, fairness, and safety. Students learn cooperation, discipline, and self-control. The school directory contains the general playground rules while individual teachers develop classroom standards for their students. The classroom teachers, with support from the principal, resource teacher, and school counselor provide needed counseling and advice to students. Community resource agency information is provided to those parents who wish it, and to teachers through speakers and faculty meetings. Assemblies, field trips, and special projects at all grade levels are an important part of our program.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.0	0.0	0.3	2.5	1.4	0.9
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

<p>Encinal School has 23 classrooms, a multipurpose room, a science lab, a technology lab, a library, and an administration building. The main campus is approximately 50 years old. A major renovation of the facility was completed in 2000 thanks to a \$22 million bond measure approved by the community to upgrade all district facilities. As a result, all classrooms are wired for internet, phone, and cable TV.</p> <p>The Encinal campus also includes a sizable school garden. Each class maintains a plot throughout the year. A garden curriculum was developed by an Encinal teacher and community members. Garden lessons are coordinated with the California State Standards for the grade level.</p> <p>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 an annual walk-through to identify and prioritize necessary maintenance projects.</p> <p>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 repairs are given the highest priority.</p> <p>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.</p> <p>The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District budgets and transfers 0.5% of the general fund budget to the deferred maintenance program annually. The district's complete deferred maintenance plan is available at the district office.</p>
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### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Roofs	X		
Overall Cleanliness	X		

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	GOOD - As a result of the most recent inspection, no outstanding deficiencies were reported. (Submitted quarterly to the Board of Education.)			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	21	23	23	139
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08

Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.6	3.4
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	96.6	3.4

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Teachers who serve as substitutes must have passed the California Basic Educational Skills Test (CBEST) and possess a valid California teaching credential which has been registered at the County Office. The district continually strives to recruit high quality substitute teachers for our classrooms.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

By District contract, all permanent teachers are evaluated every two years, and every non-tenured employee is observed at least three times each year. Administrators participate in ongoing inservice to refine skills in educational supervision and evaluation.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	

Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other - Counselor	0.5	N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SRA/Open Court Reading ('02) State approved, Board adopted 2003	0
Mathematics	Grades 3-4: Houghton Mifflin Mathematics ('02) State approved, Board adopted 2002 Grade 5: McGraw Hill Mathematics ('02) State approved, Board adopted 2002	0
Science	Full Option Science Systems (FOSS), Delta Education, Inc. ('07) State approved, Board adopted 2007	0
History-Social Science	Reflections, Harcourt School Publishers ('07) State approved, Board adopted 2006	0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,125	\$1,063	\$5,062	\$69,975
District	N/A	N/A	\$6,585	\$74,760
Percent Difference - School Site and District	N/A	N/A	-23.1%	-6.4%
State	N/A	N/A	\$4,943	\$58,519

Percent Difference - School Site and State	N/A	N/A	2.4%	19.6%
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## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The District provides Encinal with a part-time teacher for limited English proficient (EL) students, GATE funds for identifying and serving gifted and talented students, and a reading specialist program for students requiring special assistance in language arts. Support also includes speech and language specialists, a resource specialist, psychologists, a nurse, and Special Education. A full-time librarian and parent volunteers staff the library. Books are purchased with district funds, state funds, and monies raised by the PTO's Book Faire. Our technology program has a computer laboratory with 27 computers, printers, a scanner, a student server, LCD projector, curriculum software, a video disk player, and other materials. Utilizing grant money and PTO financial help, a community fundraising effort has provided every classroom with at least three Internet capable computers.

## Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,316	\$38,159
Mid-Range Teacher Salary	\$74,986	\$59,148
Highest Teacher Salary	\$91,855	\$73,514
Average Principal Salary (Elementary)	\$128,203	\$91,903
Average Principal Salary (Middle)	\$132,212	\$95,855
Superintendent Salary	\$184,801	\$132,994
Percent of Budget for Teacher Salaries	46.8 %	41.6 %
Percent of Budget for Administrative Salaries	6.2 %	5.9 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	83	83	80	79	82	81	40	42	43
Mathematics	79	84	81	77	78	78	38	40	40
Science	81	78	82	77	77	81	27	35	38
History-Social Science				76	77	78	32	33	33

## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	23	54	*	
American Indian or Alaska Native				
Asian	94	91	100	
Filipino	*	*	*	
Hispanic or Latino	12	29	*	
Pacific Islander	*	*	*	
White (not Hispanic)	87	86	88	
Male	76	80	87	
Female	84	83	75	
Economically Disadvantaged	0	28	*	
English Learners	20	28	*	
Students with Disabilities	63	65	*	
Students Receiving Migrant Education Services				

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students - Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007

Reading	76	84	74	75	82	79	41	42	42
Mathematics	81	85	83	80	83	83	52	53	53

## NRT Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	83	83
Filipino		
Hispanic or Latino	*	*
Pacific Islander	*	*
White (not Hispanic)	81	86
Male	70	82
Female	78	84
Economically Disadvantaged	*	*
English Learners	8	50
Students with Disabilities	64	73
Students Receiving Migrant Education Services		

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	72.0

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	10	10	10
Similar Schools	4	8	8

## API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	35	10	-12	918
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	30	3	-16	939
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

## State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Not Applicable
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## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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	
Percent of Schools Currently in Program Improvement	N/A	

## X. School Completion and Postsecondary Preparation

### Not Applicable

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Encinal provides broad based, high quality education for all students. Leadership is provided by the principal through the Site Council, the faculty, and the PTO. Teachers are integral to the school leadership, providing
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evaluation and assistance through Site Council representation, staff meeting participation, and direct help and advice to the principal. The four principals in Menlo Park meet weekly with the Superintendent, the Assistant Superintendent, the Business Office manager, and the Director of Special Services to discuss, evaluate, and plan instructional programs at the schools.

The principal and the teacher representatives meet monthly with the PTO Executive Board and Site Council to help plan and develop programs. Site Council goals for 2004-2005 include continuation of our Physical Education program, support for language arts and mathematics improvement. Science was also a significant focal area. Encinal has a student study team which meets regularly to evaluate and plan for referred students. The reading specialist, resource specialist and part time psychologist are available to assist staff, students, and parents. Other specific assistance is available for staff: a support teacher to assist students learning to speak English or who need extra help, a speech and language specialist, a resource specialist, and a district sponsored GATE program for identified gifted and talented students.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

The District values professional development of teachers and administrators as an ongoing process of personal growth and learning for the individual, and as a source and stimulus for increased students growth and achievement. Professional development opportunities provided by the District include Staff Development Days, attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development, and systematic programs of observation and analysis of teaching. The Site Council also supports staff development programs with SIP funds. A Differentiated Instruction Leadership Team has been established to continue advanced training and lead efforts to learn about instructional strategies to address the needs of learners of all abilities.

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
3	55,560	50,400
4	55,560	54,000
5	55,560	54,000

## Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were six minimum days in the 2006-07 calendar. Four were used for parent-teacher conferences. Two were negotiated by contract: the day before Winter Break and the last day of student instruction in June.