

# Encinal Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Encinal Elementary School
<b>Street</b>	195 Encinal Avenue
<b>City, State, Zip</b>	Atherton, CA 94027-3102
<b>Phone Number</b>	(650) 326-5164
<b>Principal</b>	Sharon Burns
<b>Email Address</b>	sburns@mpcsd.org
<b>School Website</b>	<a href="https://district.mpcsd.org/">https://district.mpcsd.org/</a>
<b>County-District-School (CDS) Code</b>	41 68965 6044135

## 2022-23 District Contact Information

<b>District Name</b>	Menlo Park City School District
<b>Phone Number</b>	650-321-7140
<b>Superintendent</b>	Kristen Gracia
<b>Email Address</b>	kgracia@mpcsd.org
<b>District Website Address</b>	mpcsd.org

## 2022-23 School Overview

Encinal Elementary School, located in Atherton, California, is a public elementary school serving approximately 600 students from grades K to 5. Our student body is composed of 13% ELL, 14% IFEP, and 12% RFEP students, along with 44% of our student population identifying as white, 24% Hispanic Latino, 17% Asian, 11% Multi-Race, 2% Pacific Islander and less than 1% African American and Filipino. Spring of 2022 State Assessment Data has 81% of our students in grades three-five meeting or exceeded English Language Arts Standards, and 80% of our students in grades three-five meeting or exceeded Mathematics Standards.

After seeking stakeholder input, we launched our vision/mission for Encinal School for this next decade. Our mission: “We educate, nurture, and inspire all voices to contribute to a better world” is proudly painted on a new mural in our plaza. Over this next decade, we will cultivate the following learner aims in our students: Self-Awareness, Empathy, Collaboration, Critical Thinking, Literacy, Advocacy, and Perseverance.

Encinal School is committed to addressing the conditions in our community that contribute to bias, racism, and intolerance. We continue to raise awareness about Justice and build Anti-racist and Anti-bias mindsets and actions among staff and students. We are continuing our Learning For Justice Community Read Site Initiative as part of this commitment. Within this initiative, all K-5 classes will read the same book, about 4-5 different titles this year, and participate in a follow-up, common-themed, developmentally appropriate discussion and lesson. The Learning For Justice standards guide our work. These standards focus on four essential domains of learning: Identity Awareness, Diversity Awareness, Justice Mindedness, and Action Orientedness.

Encinal offers various services, supports, and learning experiences and has strong parent support through an active Parent Teacher Organization (PTO). Over 13% of our student population are English Language Learners speaking various world languages. The K-5 Spanish Immersion strand at Encinal is one of the most distinctive aspects of the school. Students enter the program in kindergarten and learn in Spanish every year through fifth grade. Continuing our efforts to embrace cultural diversity and expand our focus on global understanding, our K-5 World Language Spanish FLES program also includes three Cultural Arts week celebrations throughout the year.

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

## 2022-23 School Overview

Encinal is proud of our full-inclusion Learning Centers that provide high-quality education and services to students with significant physical and learning needs. Students receive support from a team of highly skilled special education educators, occupational and speech therapists, one-on-one assistance, school counselor, and school administration.

Encinal teaches social-emotional learning (S.E.L.) for all students through our robust S.E.L. program. All students are taught how to resolve conflicts peacefully through the "Go to 5", "Talk-it-Out" and the Four Square Apology. We apply restorative practices through classroom community circles and on-site staff development. The school counselor and teachers implement R.U.L.E.R lessons through Yale's Center for Emotional Intelligence. R.U.L.E.R training is described as a high-impact and fast-effect approach to understanding and mastering emotions.

Encinal uses ParentSquare as a secure and safe school-home communication network that is compliant with Children's Online Privacy Protection Act (COPPA). Parents will see posts (messages, photos, calendar items, event sign-ups, etc.) from their children's teachers and school administrators. In addition, teachers use Seesaw as a digital learning platform where parents can view and comment on their child's work.

Our Parent Teacher Organization partners with school administration to bring community-building events and meaningful learning experiences for our students.

Encinal Elementary received the California Distinguished School Award in 2017 for significant improvement in state assessments in mathematics for students with disabilities, low SES, and Hispanic/Latino students. A spotlight on Encinal School was featured in San Mateo County's "Achievement in Motion" report highlighting best practices for student achievement. Encinal School also received an Exemplary Visual and Performing Arts Award for our art, theatre, dance, and music work.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	104
Grade 2	113
Grade 3	90
Grade 4	103
Grade 5	112
<b>Total Enrollment</b>	<b>625</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.2
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	17
Black or African American	0.6
Filipino	0.8
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	1.9
Two or More Races	11.0
White	43.8
English Learners	13.4
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	10.1
Students with Disabilities	12.0

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42	99	45	93	---	---
Intern Credential Holders Properly Assigned	0	0	0	0	---	---
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	<1	4	3	---	---
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	2	---	---
Unknown	0	0	0	0	---	---
<b>Total Teaching Positions</b>	<b>44</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>---</b>	<b>---</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39	98	34	78	---	---
Intern Credential Holders Properly Assigned	0	0	0	0	---	---
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	<1	4	4	---	---
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	<1	10	15	---	---
Unknown	0	0	0	0	---	---
<b>Total Teaching Positions</b>	<b>42</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>---</b>	<b>---</b>

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	2	2
Vacant Positions	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2</b>	<b>2</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1	0
Local Assignment Options	0	1
<b>Total Out-of-Field Teachers</b>	<b>1</b>	<b>1</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1	1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing Project, K-5  Units of Study in Opinion, Information, and Narrative Writing Elementary Series,  Heinemann, Teachers College Reading and Writing Project, K-5	Yes	0.0%

	<p>Adelante!, Benchmark Education, K-5, ELA Spanish Immersion</p> <p>Words Their Way, Pearson, K-5</p> <p>Leveled Literacy Intervention, Fountas and Pinnell, K-5</p> <p>ENGLISH LEARNERS</p> <p>EL: English 3D, California Edition, K-5</p> <p>ELD Links, Lingual Learning, K-5</p>		
<b>Mathematics</b>	<p>California Math Expressions, Houghton Mifflin, K-5</p> <p>Big Ideas Math Common Core Advanced 1, Houghton Mifflin, 5</p>	Yes	0.0%
<b>Science</b>	<p>Twig Science Next Gen is a complete Pre-K–8 program built for the NGSS. TWIG Science California includes comprehensive Teacher Editions in print and digital for flexible lesson planning, a state-of-the-art 3-D Performance Assessment suite, and an innovative, easy-to-use digital platform.</p>	Yes	0.0%
<b>History-Social Science</b>	<p>Reflections, California Series, Harcourt School Publishers, K-5</p> <p>Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5</p>	No	0.0%
<b>Foreign Language</b>	<p>Adelante, Vista Higher Learning</p>	Yes	0.0
<b>Health</b>	<p>Kimochis</p> <p>RULER</p> <p>Puberty Talks, Health Connected, 5</p>	Yes	0.0%
<b>Visual and Performing Arts</b>			0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>			0.0%

## 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 of the campus reconfiguration to become a K- 5 school. The new work consisted of multipurpose building and new classrooms. In addition, existing classrooms saw further modernization with new windows, doors, and upgraded FA system. In the summer of 2014 the carpet in 7 classrooms was replaced and in the summer of 2015 carpet, ceiling and lighting upgrades are planned for another 7 classrooms as part of our on-going modernization efforts. The Encinal campus also includes a sizable school garden. Each class maintains a plot throughout the year. Garden lessons are coordinated with the California State Standards for the grade level and managed with the help of parent volunteers. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the site Principal conduct regular walk-throughs to identify and prioritize necessary maintenance projects. The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repair are given the highest priority. Cleaning standards for all schools in the district have been established. The Principal and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District annually sets monies aside for long-term maintenance projects. The district's complete maintenance plan is available at the district office.

Year and month of the most recent FIT report

December 13, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 22 heater unit is making a loud noise.
<b>Interior:</b> Interior Surfaces	X			Sinks/fountains need repairs, girls restroom faucet are loose, room 24b, 26, 34, 32A sink faucets are loose.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Lights need to be replaced in rooms in Kitchen, girls & boys bathrooms in front of basketball courts
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys & boys bathroom - light bulbs need to be replaced
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Room 12- door handle is loose.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Basket ball outdoor courts have a burnt light.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	81.44	N/A	80.62	N/A	47.06
<b>Mathematics</b> (grades 3-8 and 11)	N/A	79.58	N/A	76.85	N/A	33.38

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	301	291	96.6	3.4	81.44
<b>Female</b>	148	141	95.2	4.8	87.24
<b>Male</b>	153	150	98.0	2.0	76.0
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	57	57	100	0	84.21
<b>Black or African American</b>	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	66	65	98.4	1.6	63.07
<b>Native Hawaiian or Pacific Islander</b>	7	7	100	0	*
<b>Two or More Races</b>	23	22	95.6	4.4	86.37
<b>White</b>	144	136	94.4	5.6	89.71
<b>English Learners</b>	30	29	96.6	3.4	27.58
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	34	100	0	50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	24	92.3	7.7	33.33

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	301	289	96.0	4.0	79.58
<b>Female</b>	148	139	93.9	6.1	82.02
<b>Male</b>	153	150	98.0	2.0	77.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	57	56	98.2	1.8	91.07
<b>Black or African American</b>	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	66	65	98.4	1.6	53.85
<b>Native Hawaiian or Pacific Islander</b>	7	7	100	0	*
<b>Two or More Races</b>	23	23	100	0	73.92
<b>White</b>	144	134	93.0	7.0	91.79
<b>English Learners</b>	30	28	93.3	6.7	21.43
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	34	100	0	35.30
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	23	88.4	11.6	30.43

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	N/T	58.76	N/T	69.52	28.72	29.45

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	108	97	89.8	10.2	58.76
<b>Female</b>	53	44	83.0	17.0	61.36
<b>Male</b>	55	53	96.3	3.7	56.61
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100	0	55.0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	22	21	95.4	4.6	28.58
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	9	9	100	0	*
<b>White</b>	55	45	81.8	18.2	73.33
<b>English Learners</b>	12	11	91.6	8.4	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	11	100	0	27.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	10	8	80.0	20.0	*

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.36	96.36	96.36	96.36	97.27
Grade 7	---	---	---	---	---
Grade 9	---	---	---	---	---

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

##### ENCINAL PARENT SUPPORT ORGANIZATIONS (PTO AND MPAEF)

Encinal is supported by two great organizations: the Parent Teacher Organization and the Menlo Park-Atherton Educational Foundation. "Approximately 90% of the funding for our schools comes from local sources: including property taxes, parcel taxes, and your support of two crucial organizations – the Menlo Park-Atherton Education Foundation (MPAEF) and each school's Parent Teacher Organization (PTO)."([mpcsd.org](http://mpcsd.org))

Our PTO and MPAEF continuously plan for and fund incredible programs and activities that enrich the lives of our students with donations received through MPCSD's annual One Community Campaign.

Our PTO supports and funds school assemblies, cultural diversity events, environmental education, family science night, garden, classroom field trips, student agendas and folders, the children's musical, noontime activities, Kinder art, Encinal's garden, Book Faire, spirit wear, August kinder socials, recess equipment, 5th-grade promotion picnic, classroom library books, first day welcome back coffee, and health and safety equipment to name a few. A Volunteer Luncheon or breakfast is held each spring where all parent volunteers are honored, and awards are given for outstanding volunteer service. Parents sign up to volunteer at various events through our home-school communication tool. This communication tool also provides two-way communication in the parents' preferred language. Each classroom has a headroom parent supporting the teacher in coordinating events or volunteer opportunities.

Our English Learners Advisory Council meets several times yearly in addition to parent representation on the District English Learners Advisory Council.

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

Our School Site Council members mirror our student population regarding various perspectives. Our annual August New

## 2022-23 Opportunities for Parental Involvement

Family Orientation event helps transition any new family to Encinal School.

The PTO and MPAEF hold yearly support drives and appreciate the community's support. To learn more about opportunities to join or support these great organizations, go to [encinal.mpcsd.org](http://encinal.mpcsd.org) and go to the PTO menu.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	625	637	56	8.8
Female	296	300	22	7.3
Male	329	337	34	10.1
American Indian or Alaska Native	0	*	*	*
Asian	106	112	1	0.9
Black or African American	4	*	*	*
Filipino	5	*	*	*
Hispanic or Latino	149	151	29	19.2
Native Hawaiian or Pacific Islander	12	12	8	66.7
Two or More Races	69	69	4	5.8
White	274	278	12	4.3
English Learners	84	90	15	16.7
Foster Youth	0	*	*	*
Homeless	0	*	*	*
Socioeconomically Disadvantaged	75	80	19	23.8
Students Receiving Migrant Education Services	0	*	*	*
Students with Disabilities	63	72	12	16.7

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	0.2	2.5
Expulsions	0.0	0.0	0.1

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.2	0.3	0.0	0.6	0.2	3.2
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.3	0.0
Female	0.0	0.0
Male	0.3	0.0
American Indian or Alaska Native	*	*
Asian	0.0	0.0
Black or African American	*	*
Filipino	*	*
Hispanic or Latino	0.7	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.4	0.0
English Learners	0.0	0.0
Foster Youth	*	*
Homeless	*	*
Socioeconomically Disadvantaged	*	*
Students Receiving Migrant Education Services	*	*
Students with Disabilities	*	*



## 2022-23 School Safety Plan

Encinal's Emergency Site Operation and Safety Plan is updated annually through the office of the Associate Principal and approved by our School Site Council. Our latest school safety plan was updated and approved on September 21, 2022. This Emergency Plan addresses Encinal School's planned responses to emergencies associated with emergencies and/or disasters. It is designed to be read, understood, and exercised before an emergency and integrated into the Standardized Emergency Management System (SEMS).

The plan has been written to encompass most potential emergencies on school grounds. Situations may occur where standard methods and practices may be modified for such circumstances. Nothing contained in the plan should be interpreted as an obstacle to the experience, initiative, and/or ingenuity to adapt to the complexities which exist under emergency conditions. Site and Classroom Hazard surveys are conducted at the beginning of each school year. Encinal School follows the San Mateo County "Big Five" protocols of immediate action. Big Five Protocols are posted next to all classroom doors and throughout the campus. Encinal School conducts drills every year to be prepared for a situation where there is a dangerous person on campus or in the neighborhood. Drills are scheduled with our School Resource Officer from the Atherton Police Department. This year we invited several parent volunteers to 'test' our student reunification protocol during one of our scheduled drill. Their feedback helped to inform and create a more streamlined and efficient reunification system.

Our Student and Parent Handbook is provided to each parent at the beginning of the school year and includes an outline of the Big Five Protocols, school rules, and behavior expectations. All staff review these protocols at the beginning of the school year, and all teachers review the rules and expectations with students at the start of each new school year.

Our Principal attended a Big Five Safety Training at SMCOE at the beginning of this school year.

Before welcoming students on campus this fall, parents, and staff received information about school safety measures and protocols through our school's Back to School Guide for Parents, released in August 2022.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	2	0
1	23	0	4	0
2	21	2	3	0
3	22	2	3	0
4	22	1	4	0
5	21	1	3	0
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5	1	0
1	13	9	2	0
2	20	2	2	0
3	20	3	2	0
4	19	5	1	0
5	20	2	3	0
6				

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	2	0
1	21	3	2	0
2	22	0	5	0
3	23	0	4	0
4	20	2	3	0
5	22	1	4	0
6				

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	---

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	---
Psychologist	1
Social Worker	---
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	---

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,409.03	1,713.09	8,695.94	130,907
District	N/A	N/A	12,089.92	127,608
Percent Difference - School Site and District	N/A	N/A	-32.7	2.6
State	N/A	N/A	8,867.31	85,856
Percent Difference - School Site and State	N/A	N/A	-2.0	41.6

## 2021-22 Types of Services Funded

With MPCSD's funding resources, schools are staffed with support teachers and Instructional Assistants (IA) to meet various student academic needs. Encinal has two full-time literacy specialists, two English Language Development (ELD) Specialists, a .5 MTSS specialist in mathematics, and a team of instructional assistants to support every K- 3 classroom. Under the classroom teacher's direction, Instructional assistants meet with students 1:1 or in small groups to support academic growth. In December 2022, a 0.4 MTSS Math Specialist was hired to provide math support for selected students in grades 1-2. Encinal School also allocates some site-directed funds to employ an hourly instructional assistant, one hour/day, who supports extended-day math opportunities for selected students. Site funds purchase supplemental materials in ELA and math to support varied learner needs. Our PTO funds most students' school supplies and recess equipment in their annual budget.

All Encinal students benefit from having a full-time school counselor who provides life skills lessons in every classroom throughout the year. In addition, our counselor can offer a variety of friendship and counseling groups throughout the year based on student needs. Our robust Student Support services team includes speech and language specialists, resource specialists, a psychologist, a school counselor, and nursing services.

Core textbooks are purchased with district funds and state funds.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$67,459	\$51,591
<b>Mid-Range Teacher Salary</b>	\$109,012	\$79,620
<b>Highest Teacher Salary</b>	\$133,788	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$198,286.42	\$131,473
<b>Average Principal Salary (Middle)</b>	\$203,459.60	\$135,064
<b>Average Principal Salary (High)</b>	\$0	\$0
<b>Superintendent Salary</b>	\$263,314	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	42.24%	33.33%
<b>Percent of Budget for Administrative Salaries</b>	4.80%	5.87%

## Professional Development

MPCSD and Encinal School believe strongly in the development of our greatest resource - our teachers, Instructional Assistance and Paraeducators.

Student achievement data, and site and district initiatives, determine the scope and sequence of professional development. In addition, our teachers also attend workshops, conferences, and model school site visits as appropriate throughout the year. Instructional coaches also support student learning through the ongoing coaching of our teachers. Instructional assistance and para-educators receive professional development on such skills as reading strategies and Handle with Care protocols. Yard duty staff and IA participated in professional development in trauma and healing-informed restorative practices.

During the 2022-23 school year, our professional development days will focus on MPCSD's Whole Child Framework, Evidence and Competency-Based, and Healthy and Collaborative Relationships. Our instructional coach supports teachers daily and also meets with teachers during scheduled release time to support grade level teams on lesson design, delivery, and feedback. We received a grant this year from the Silicon Valley Math Initiative to support mathematics lesson study, of which six teachers are participating. All teachers participate in a choice PLC on the six district-directed early release Thursdays.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6