

# Encinal Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Encinal Elementary School
<b>Street</b>	181 Encinal Ave., Atherton, CA 94027
<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

## 2023-24 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</b>	mpcsd.org

## 2023-24 School Description and Mission Statement

Encinal Elementary School, situated in Atherton, California, is a public elementary school serving around 600 students from TK to grade 5. Our diverse student body includes 12% English Language Learners (ELL), 11% Initial Fluent English Proficient (IFEP), and 4% Reclassified Fluent English Proficient (RFEP) students. Additionally, our student population comprises 43% White, 25% Hispanic Latino, 18% Asian, 10% Multi-Race, 2% Pacific Islander, and 1% African American and Filipino students.

In the spring of 2023, our State Assessment Data revealed that 74% of our students meet or exceed science standards, 79% in grades three to five meet or exceed English Language Arts Standards, and 78% in grades three to five meet or exceed Mathematics Standards.

After gathering input from various stakeholders, we have unveiled our vision and mission for Encinal School for the coming decade. Our mission, "We educate, nurture, and inspire all voices to contribute to a better world," is proudly displayed on a new mural in our plaza. Throughout this decade, we aim to instill the following qualities in our students: Self-Awareness, Empathy, Collaboration, Critical Thinking, Literacy, Advocacy, and Perseverance.

Encinal School is dedicated to addressing the societal issues in our community that perpetuate bias, racism, and intolerance. We are actively promoting awareness of justice and fostering anti-racist and anti-bias mindsets and actions among staff and students. As part of this commitment, we are continuing our Learning For Justice Community Read Site Initiative. This initiative involves all TK-5 classes reading the same four selected children's picture books and participating in a follow-up discussion and lesson with a common theme that is developmentally appropriate. Our work is guided by the Learning For Justice standards, focusing on four crucial domains of learning: Identity Awareness, Diversity Awareness, Justice Mindedness, and Action Orientedness.

Encinal offers various services, support, and learning experiences and enjoys strong parent support through an active Parent Teacher Organization (PTO). Over 12% of our students are English Language Learners, speaking various world languages. The K-5 Spanish Immersion program at Encinal is one of our most distinctive features. Students join the program in kindergarten and learn in Spanish every year through fifth grade. As part of our ongoing efforts to embrace cultural diversity and expand our focus on global understanding, our K-5 World Language Spanish FLES program includes various Cultural Arts week celebrations throughout the year.

## 2023-24 School Description and Mission Statement

We also welcome students from neighboring communities through the Tinsley Volunteer Transfer Program, administered by the San Mateo County Office of Education.

Encinal takes pride in our full-inclusion Learning Centers, which provide high-quality education and services to students with significant physical and learning needs. These students receive support from a team of highly skilled special education educators, occupational and speech therapists, one-on-one assistants, school counselors, and school administration.

Social-emotional learning (S.E.L.) is an integral part of our curriculum at Encinal. We teach all students how to resolve conflicts peacefully using lessons and tools from the 2nd Step Curriculum. Restorative practices are also implemented through classroom community circles and on-site staff development. Our school counselor and teachers utilize R.U.L.E.R lessons from Yale's Center for Emotional Intelligence, described as a high-impact and effective approach to understanding and mastering emotions.

For secure and safe school-home communication, Encinal uses ParentSquare in compliance with the Children's Online Privacy Protection Act (COPPA). Parents can access posts, messages, photos, calendar items, and event sign-ups from their children's teachers and administrators. Additionally, teachers use Seesaw as a digital learning platform where parents can view and comment on their child's work.

Our Parent Teacher Organization collaborates with school administration to organize community-building events and meaningful learning experiences for our students. Our annual science fair, fall family picnic, movie nights, spring social, garden program, ENspired Lab, and book fair bring many parent volunteer opportunities for families.

In 2022, Encinal Elementary received the California Distinguished School Award, a testament to our commitment to excellence in education.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	97
Grade 2	108
Grade 3	108
Grade 4	92
Grade 5	103
Grade 6	1
<b>Total Enrollment</b>	<b>602</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.8
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	17.6
Black or African American	1.2
Filipino	0.8
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	1.7
Two or More Races	10.1
White	42.5
English Learners	12.3
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	12.1
Students with Disabilities	10.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	45.20	94.21	169.10	86.61	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.20	0.42	0.90	0.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	4.85	9.50	4.90	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.00	2.05	12115.80	4.41
<b>Unknown</b>	0.20	0.52	11.50	5.93	18854.30	6.86
<b>Total Teaching Positions</b>	48.00	100.00	195.20	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	38.60	92.13	163.00	90.29	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	5.49	9.80	5.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	0.55	11953.10	4.28
<b>Unknown</b>	1.00	2.38	6.60	3.67	15831.90	5.67
<b>Total Teaching Positions</b>	41.90	100.00	180.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	2.30	2.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.30</b>	<b>2.30</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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)	9.4	27.8
<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)	0.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
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	Yes	0.0%

	<p>Units of Study in Opinion, Information, and Narrative Writing Elementary Series,</p> <p>Heinemann, Teachers College Reading and Writing Project, K-5</p> <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>	N/A	N/A	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

November 28, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Lights need to be replaced and fix for rooms 21, 22, B, D6,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<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			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trash bins are full and tables need cleaning. Sand pit and grass trip hazard.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	81.44%	79.24%	80.62%	79.53%	47.06%	46.66%
<b>Mathematics</b> (grades 3-8 and 11)	79.58%	77.43%	76.85%	77.89%	33.38%	34.62%

## 2022-23 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>	292	289	98.97%	1.03%	79.24%
<b>Female</b>	133	133	100.00%	0.00%	83.46%
<b>Male</b>	159	156	98.11%	1.89%	75.64%
<b>American Indian or Alaska Native</b>	-	-	-	-	0
<b>Asian</b>	54	54	100.00%	0.00%	90.74%
<b>Black or African American</b>	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	70	69	98.57%	1.43%	52.18%
<b>Native Hawaiian or Pacific Islander</b>	5	5	100.00%	0.00%	*
<b>Two or More Races</b>	22	22	100.00%	0.00%	77.27%
<b>White</b>	136	134	98.53%	1.47%	91.04%
<b>English Learners</b>	31	29	93.55%	6.45%	24.13%
<b>Foster Youth</b>	-	-	-	-	-
<b>Homeless</b>	*	*	*	*	*
<b>Military</b>	-	-	-	-	-
<b>Socioeconomically Disadvantaged</b>	43	42	97.67%	2.33%	47.62%
<b>Students Receiving Migrant Education Services</b>	-	-	-	-	-
<b>Students with Disabilities</b>	24	23	95.83%	4.17%	21.74%

## 2022-23 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>	292	288	98.63%	1.37%	77.43%
<b>Female</b>	133	131	98.50%	1.50%	76.34%
<b>Male</b>	159	157	98.74%	1.26%	78.35%
<b>American Indian or Alaska Native</b>	-	-	-	-	-
<b>Asian</b>	54	54	100.00%	0.00%	98.15%
<b>Black or African American</b>	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	70	68	97.14%	2.86%	50.00%
<b>Native Hawaiian or Pacific Islander</b>	5	5	100.00%	0.00%	*
<b>Two or More Races</b>	22	22	100.00%	0.00%	81.82%
<b>White</b>	136	134	98.53%	1.47%	84.33%
<b>English Learners</b>	31	30	96.77%	3.23%	36.67%
<b>Foster Youth</b>	-	-	-	-	-
<b>Homeless</b>	-	-	-	-	-
<b>Military</b>	-	-	-	-	-
<b>Socioeconomically Disadvantaged</b>	43	42	97.67%	2.33%	47.62%
<b>Students Receiving Migrant Education Services</b>	-	-	-	-	-
<b>Students with Disabilities</b>	24	23	95.83%	4.17%	34.79%

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	58.76%	73.73%	69.52%	71.48%	29.45%	30.18%

## 2022-23 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>	100	99	99.00%	1.00%	73.73%
<b>Female</b>	45	45	97.78%	2.22%	65.91%
<b>Male</b>	55	55	100.00%	0.00%	80.00%
<b>American Indian or Alaska Native</b>	-	-	-	-	-
<b>Asian</b>	23	23	100.00%	0.00%	91.30%
<b>Black or African American</b>	-	-	-	-	-
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	21	21	100.00%	0.00%	57.14%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	6	6	100.00%	0.00%	*
<b>White</b>	47	46	97.87%	2.13%	73.92%
<b>English Learners</b>	4	4	100.00%	0.00%	*
<b>Foster Youth</b>	-	-	-	-	-
<b>Homeless</b>	-	-	-	-	-
<b>Military</b>	-	-	-	-	-
<b>Socioeconomically Disadvantaged</b>	11	11	100.00%	0.00%	45.45%
<b>Students Receiving Migrant Education Services</b>	-	-	-	-	-
<b>Students with Disabilities</b>	5	5	100.00%	0.00%	*

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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%

## 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.

#### 2023-24 Opportunities for Parental Involvement

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

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

Our PTO and MPAEF work tirelessly to plan and fund exceptional programs and activities that enhance our students' lives, thanks to donations from the MPCSD's annual One Community Campaign.

The PTO provides support and funding for a wide range of initiatives, including school assemblies, cultural diversity events, environmental education, family science night, the school 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 and Transitional Kindergarten socials, recess equipment, the 5th-grade promotion picnic, classroom library books, the first-day welcome back coffee, and health and safety equipment, among others. We also organize a Volunteer Luncheon or breakfast each spring to honor all parent volunteers and present awards for outstanding volunteer service. Parents can sign up to volunteer for various events through our home-school communication tool, which facilitates two-way communication in the parents' preferred language. Each classroom has a headroom parent who supports the teacher in coordinating events and volunteer opportunities.

In addition to these efforts, our English Learners Advisory Council meets several times a year, and we have parent representation on the District English Learners Advisory Council.

We invite parents to participate in our annual school site survey, which seeks feedback on our strengths and areas where we can improve. The survey results are crucial in shaping the school's initiatives for the following year.

Our School Site Council members represent diverse perspectives within our student population, ensuring well-rounded

## 2023-24 Opportunities for Parental Involvement

decision-making. To assist new families in transitioning to Encinal School, we host an annual August New Family Orientation event.

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

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	617	73	11.8%
Female	272	281	31	11%
Male	330	336	42	12.5%
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	*	*	*	*
Asian	106	111	1	0.9%
Black or African American	7	*	*	*
Filipino	5	*	*	*
Hispanic or Latino	151	156	30	19.2%
Native Hawaiian or Pacific Islander	12	12	3	25%
Two or More Races	61	75	4	5.3%
White	256	262	26	9.9%
English Learners	90	90	15	16.7%
Foster Youth	*	*	*	*
Homeless	1	*	*	*
Socioeconomically Disadvantaged	80	80	19	23.8%
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	72	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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.15	0.3	0.3	0.03	0.6	0.5	0.20	3.2	3.6
<b>Expulsions</b>	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.1	0.1

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.3	0.0
<b>Female</b>	0.2	0.0
<b>Male</b>	0.2	0.0
<b>Non-Binary</b>	*	*
<b>American Indian or Alaska Native</b>	*	*
<b>Asian</b>	0.0	0.0
<b>Black or African American</b>	*	*
<b>Filipino</b>	*	*
<b>Hispanic or Latino</b>	0.6	0.0
<b>Native Hawaiian or Pacific Islander</b>	0.0	0.0
<b>Two or More Races</b>	0.0	0.0
<b>White</b>	0.4	0.0
<b>English Learners</b>	*	*
<b>Foster Youth</b>	*	*
<b>Homeless</b>	*	*
<b>Socioeconomically Disadvantaged</b>	*	*
<b>Students Receiving Migrant Education Services</b>	*	*
<b>Students with Disabilities</b>	*	*

## 2023-24 School Safety Plan

Encinal's Emergency Site Operation and Safety Plan is an annual update overseen by the Principal and Associate Principal and requires approval from our School Site Council. Our most recent school safety plan was updated and approved on September 25, 2023. This plan outlines Encinal School's strategies for addressing emergencies and disasters, with the goal of ensuring that it can be comprehended and practiced in advance of an actual emergency. It is designed to integrate seamlessly into the Standardized Emergency Management System (SEMS).

The plan encompasses various potential emergencies that could occur on school premises. However, it's important to note that certain situations may require adaptations to the standard procedures. Nothing within this plan should be construed as an impediment to the flexibility, creativity, and resourcefulness needed to navigate the complexities that can arise during emergencies. At the start of each school year, we conduct Site and Classroom Hazard surveys.

Encinal School adheres to the San Mateo County "Big Five" protocols for immediate action, which are prominently displayed

## 2023-24 School Safety Plan

next to classroom doors and throughout the campus. We conduct annual drills to prepare for situations involving a dangerous individual on campus or in the surrounding area. These drills are scheduled with the assistance of our School Resource Officer from the Atherton Police Department. In one such drill this year, we invited several parent volunteers to help us test our student reunification protocol, and their feedback was invaluable in enhancing and streamlining our reunification system.

Our Student and Parent Handbook, distributed at the beginning of the school year, includes an outline of the Big Five Protocols, school rules, and behavior expectations. At the start of each school year, all staff members review these protocols, while teachers review the rules and expectations with students.

In terms of staff training in county protocols, our Principal, Associate Principal, lead teacher, and campus monitor have attended a Big Five Safety Training at SMCOE. Administrators meet annually with the Atherton Police Department.

To ensure that everyone is well-informed about our school safety measures and protocols, parents and staff received information before the fall term commenced. This information was provided through our school's Back to School Guide for Parents, which was released in August 2023.

## 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.

## 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
Other	9	5		

## 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
Other	16	12	1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	2	2	0
1	20	3	2	0
2	21	2	3	0
3	21	1	4	0
4	23	0	4	0
5	20	2	3	0

## 2022-23 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	637

## 2022-23 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	---
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	---

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	11,357.12	2,348.59	9,008.54	129,392
District	N/A	N/A	13,556.85	124,226
Percent Difference - School Site and District	N/A	N/A	-40.3	7.8
State	N/A	N/A	10,797.15	87,770
Percent Difference - School Site and State	N/A	N/A	31.0	41.8

## Fiscal Year 2022-23 Types of Services Funded

**Instructional Coaching:** In the current academic year, our instructional coaching has been guided by data, and it focuses on key areas such as strengthening mathematics education, fostering critical thinking, promoting problem-solving strategies, and enhancing language acquisition techniques across all subjects.

With the funding resources provided by MPCSD, we have allocated staff resources for support teachers and Instructional Assistants (IA) to address a wide range of student academic needs. Our Multi-tiered System of Support (MTSS) is data-driven and is structured to deliver targeted academic interventions within Tiers 1 and 2. We continuously monitor our students' progress to ensure they are making the necessary advancements. This involves a collaborative effort where classroom teachers, ELD, Literacy, Math MTSS interventionists, and administrators collectively review K-5 student learning data and progress in August and at the end of each trimester. Together, we identify students who require additional support in Math, Literacy, and/or English Language Development and employ various strategies outlined in the chart.

Encinal is fortunate to have two full-time literacy specialists, two English Language Development (ELD) Specialists, a 0.9 MTSS specialists allocation in mathematics, and a team of instructional assistants to provide support in every K-3 classroom. Under the guidance of teachers, instructional assistants work with students on a one-on-one basis or in small groups to facilitate academic growth. Additionally, Encinal School allocates site-directed funds to employ an hourly instructional assistant for one hour per day, focusing on extended-day math opportunities for selected students. These funds are also used to purchase supplementary materials in ELA and math to cater to diverse learning needs. In the school's annual budget, our Parent Teacher Organization covers the majority of students' school supplies and recess equipment.

Every Encinal student benefits from the dedicated services of a full-time school counselor who delivers life skills lessons in every classroom throughout the year. Moreover, our counselor is equipped to organize various friendship and counseling groups based on student needs. Our comprehensive Student Support Services team comprises speech and language specialists, resource specialists, a psychologist, a school counselor, and nursing services.

Core textbooks are acquired through a combination of district and state funding.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	70,832	54,046
<b>Mid-Range Teacher Salary</b>	125,890	84,515
<b>Highest Teacher Salary</b>	140,477	110,867
<b>Average Principal Salary (Elementary)</b>	192,776	136,841
<b>Average Principal Salary (Middle)</b>	209,437	141,477
<b>Average Principal Salary (High)</b>	0	137,985
<b>Superintendent Salary</b>	276,637	217,473
<b>Percent of Budget for Teacher Salaries</b>	37.34%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	5.58%	5.62%

## Professional Development

MPCSD and Encinal School are deeply committed to the growth and development of our most valuable resources: our teachers, instructional assistants, and paraeducators.

## Professional Development

Our approach to classroom coaching includes the following aspects:

Instruction & Curriculum: Focusing on enhancing instruction and curriculum.

Rounding out Math with Manipulatives, Collections, and Games: Utilizing hands-on materials and activities to enrich math education.

TWIG Science: Incorporating TWIG Science resources.

ELD Integration Across All Subjects: Ensuring English Language Development strategies are seamlessly integrated across all subjects.

School-Wide Coaching Includes:

Teacher Tuesday Release Days: Dedicated days for teacher development and collaboration.

Silicon Valley Math Initiative Lesson Study: Collaborative lesson planning and review.

Community Read: Engaging in a shared reading experience.

Integrated English Language Development Strategies through Science Content

Culturally Responsive Pedagogy: We have partnered with our DEI Coordinator to foster a deep understanding of culturally responsive practices in the classroom. This partnership enables educators to better connect with students from diverse backgrounds, recognizing and nurturing each student's unique strengths and potential while remaining mindful of our biases and assumptions.

Peer Collaboration Structures: Collaboration is fundamental to our learning community. We create an environment that values every student's perspective, emphasizing collaboration as an essential part of the learning process. Peer-to-peer collaborative listening and speaking structures empower students, providing a platform for sharing ideas, perspectives, and experiences. This approach deepens connections, reveals hidden strengths, and fosters active engagement in their educational journey. These structures also play a crucial role in supporting all students' language acquisition and facilitating listening and speaking standards. To further support this goal, the site has acquired vertical whiteboards and erasable surfaces for students to showcase their thinking.

District-Wide Coaching Includes:

New to MPCSD Teachers: Providing support and coaching for teachers new to MPCSD.

Content Leads: Coordinating content-specific guidance and leadership.

Curriculum Pilots and Adoptions: Evaluating and implementing new curricular materials.

K-2 Literacy & Social Studies: Addressing literacy and social studies in the K-2 curriculum.

Professional Development Days: Designated days for professional development.

The scope and sequence of professional development are determined based on student achievement data and site and district initiatives. Additionally, our teachers attend workshops, conferences, and model school site visits as appropriate throughout the year. Instructional coaches play a crucial role in supporting student learning by providing ongoing coaching to our teachers. Instructional assistants and para-educators also receive professional development, focusing on skills such as reading strategies and Handle with Care protocols. Yard duty staff and instructional assistants participate in professional development of trauma-informed and healing-oriented restorative practices.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6