

Encinal Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Encinal Elementary School
Street	195 Encinal Ave., Atherton, CA 94027
City, State, Zip	Atherton, CA 94027-3102
Phone Number	(650) 326-5164
Principal	Sharon Burns
Email Address	sburns@mpcsd.org
School Website	https://district.mpcsd.org/
Grade Span	K-5
County-District-School (CDS) Code	41 68965 6044135

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Principal's Welcome Message:

Dear Encinal School Community,

Welcome to the 2025–26 school year at Encinal! We are thrilled to kick off another year of learning, growth, and community. Our mission continues to guide all that we do: “We educate, nurture, and inspire all voices to contribute to a better world.” This year, we’re especially proud to center our school-wide theme: Students as Mathematicians.

We believe every student is a capable problem solver and critical thinker. Throughout the year, students will engage in meaningful math experiences through hands-on learning, real-world applications, and joyful discovery. We’re excited to host two school-wide math challenges that will highlight and celebrate our students’ mathematical thinking, creativity, and perseverance.

In alignment with our mission, Encinal remains a place where every child and family is seen, heard, and valued. We honor every student’s identity—starting with learning and using their names correctly—and foster inclusive classrooms where all voices are welcomed. Social-emotional learning is a foundational part of our program. Each classroom will continue engaging in age-appropriate lessons that help students build empathy, solve problems, and grow resilience.

Our dedicated educators will continue their own learning through ongoing professional development in balanced literacy, science, and mathematics. Thanks to continued support from our amazing PTO and many dedicated volunteers, the ENspired Lab will expand opportunities for students to design, build, and explore. We’re also grateful to our PTO for funding the installation of brand-new soccer goals—something our students have been wishing for and are already enjoying!

We look forward to the return of many joyful Encinal traditions, including our garden curriculum, the 3rd grade Lion King musical, 3rd–5th grade basketball and volleyball teams, the 4th/5th grade musical, school-wide assemblies, Awesome ME assemblies, Special Olympics send-offs, cultural celebrations, the Fall Family Fair, bike rodeos, Science Night, movie nights, and the book fair.

2025-26 School Description and Mission Statement

We also hope you enjoy the beautiful new trees planted in front of the school's fencing—part of the community-endorsed bond measure to improve the look and feel of our campus.

It is a true honor to partner with you for another incredible year. Together, let's celebrate the mathematicians, readers, scientists, artists, athletes, and kind-hearted educators who make Encinal such a special place.

Warmly,
Principal Burns

A little about our school:

Encinal School is dedicated to strengthening academic excellence through a robust support system that addresses all students' diverse academic and social-emotional needs. Our approach is data-driven, ensuring that students receive targeted support through regular progress monitoring, multi-tiered academic interventions, evidence-based social-emotional programs, and meaningful opportunities for parent involvement.

Our academic program is designed to accelerate student learning. Educators use formative and summative assessments to tailor instruction to meet individual student needs. We provide targeted classroom instruction and small group English Language Arts and Mathematics sessions for students not yet meeting grade-level standards. Teachers collaborate with our literacy and ELL specialists and our Teacher on Special Assignments each trimester to develop personalized student success plans for those requiring academic acceleration. Our Tier 2 program offers research-based interventions, such as short-term leveled literacy support, to strengthen students' independent reading and writing skills. In first grade, our literacy specialists, certified in Orton-Gillingham, deliver intensive instruction to qualifying students. To bolster mathematical understanding, we have allocated additional staffing resources, including two part-time teachers (0.9 FTE combined) and two classified instructional aides, to provide Tier 2 math interventions for grades 1-5. Additionally, we offer extended day homework support for students in grades 3-5 throughout the academic year.

We have two full-time ELD teachers funded through district resources to support our English Language Learners. These teachers guide students toward English proficiency and provide targeted assistance, and partner with classroom teachers to support language acquisition.

We are equally committed to the well-being of all students. Our administrators and teachers engage in 'Restorative Practices' to foster positive relationships and promote constructive discipline. Multiple support systems are in place to address the emotional needs of students, with particular attention to those with social-emotional and behavioral challenges.

We actively promote parent engagement through New Family Orientation, the English Learner Advisory Council, comprehensive Kinder Welcome programs, the School Site Council, and the Parent-Teacher Organization. Our school-wide communication tools facilitate clear, accessible communication between parents and staff in families' preferred languages. These programs and tools strengthen collaboration, create a sense of belonging, and remove language barriers, particularly for our English Learner families.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	42
Kindergarten	72
Grade 1	80
Grade 2	92
Grade 3	101
Grade 4	110
Grade 5	107
Total Enrollment	604

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.1
Non-Binary	0.0
American Indian or Alaska Native	0.2
Asian	17.5
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	1.3
Two or More Races	13.5
White	36.2
English Learners	12.9
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	15.8
Students with Disabilities	8.4

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.

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)	38.6	92.13	163	90.29	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	5.49	9.8	5.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.55	11953.1	4.28
Unknown/Incomplete/NA	1	2.38	6.6	3.67	15831.9	5.67
Total Teaching Positions	41.9	100	180.5	100	279044.8	100

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.

2022-23 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)	38	93.89	159.5	87.89	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.5	0.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	2.39	10.9	6.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.55	11746.9	4.23
Unknown/Incomplete/NA	1.5	3.7	8.5	4.69	14303.8	5.15
Total Teaching Positions	40.5	100	181.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	38.4	92.5	153.1	87.5	270,728	84.4
Intern Credential Holders Properly Assigned	0	0	2.7	1.5	52.8	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	.6	1.4	10.8	6.2	13,491.9	5.5
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.2	0.7	7,333	3.0
Unknown/Incomplete/NA	2.5	6	7.3	4.2	11,864.1	4.8
Total Teaching Positions	41.5	100	175	100	246,129.2	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.30	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.30	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	27.8	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 Adelante!, Benchmark Education, K-5, ELA Spanish Immersion Words Their Way, Pearson, K-5 Heggerty (K-3 Phonics)- Bridge to Reading Leveled Literacy Intervention, Fountas and Pinnell, K-5 ENGLISH LEARNERS EL: English 3D, California Edition, K-5 ELD Links, Lingual Learning, K-5	0.0%
Mathematics	California Math Expressions, Houghton Mifflin, K-5 Big Ideas Math Common Core Advanced 1, Houghton Mifflin, 5	0.0%
Science	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	0.0%

	state-of-the-art 3-D Performance Assessment suite, and an innovative, easy-to-use digital platform.	
History-Social Science	Teachers Created Materials - Exploring Social Studies CA and Untold Stories Teachers Created Materials - Exploring Social Studies CA and Untold Stories - Spanish	0.0%
Foreign Language	Adelante, Vista Higher Learning	0.0
Health	RULER Puberty Talks, Health Connected, 5	0.0%
Visual and Performing Arts		0.0%
Science Laboratory Equipment (grades 9-12)		0.0%

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

School Facility Conditions and Planned Improvements

Measure U is the Menlo Park City School District's latest voter-approved bond program, passed on November 5, 2024, with 71% approval. The bond funds district-wide facilities improvements and construction, focusing on safe, secure, and modern learning environments. This is the district's fourth major bond program since 1995. MPCSD has a strong history of completing bond programs on time and on budget, while using bond refunding strategically to save taxpayers millions of dollars. Measure U continues this tradition, ensuring our school facilities support the excellence of our students and staff. The District takes great efforts to ensure that all schools are clean, safe, and functional. We have all electric HVAC installation planned for all five school sites, upgrade school safety and security. In the summer of 2025 we have planted four large Oak Trees in the front campus and completed a data wiring upgrade (replaced outdated Cat5/Cat5e with Cat6). 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. 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. Cleaning standards for all schools in the district have been established. The principal and Director of MOT work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District annually sets a budget aside for long-term maintenance projects.

Year and month of the most recent FIT report

October 2, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Electric HVAC in classrooms in progress. Design/DSA phase.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Routine month pest management has been added for ants and spiders, pest
Electrical	X			Data wiring upgrades- (replaced outdated Cat5/Cat5e with Cat6)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			Fire alarm upgrades

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials			
Structural: Structural Damage, Roofs	X		Roof assessments conducted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Four new Oak trees have been added

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	75	74	79	80	47	49
Mathematics (grades 3-8 and 11)	75	74	78	78	36	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	321	303	94.39	5.61	73.60
Female	141	136	96.45	3.55	80.88
Male	180	167	92.78	7.22	67.66
American Indian or Alaska Native	0	0	0	0	0
Asian	57	54	94.74	5.26	90.74
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	87	92.55	7.45	44.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	45	100.00	0.00	77.78

White	118	110	93.22	6.78	86.36
English Learners	37	28	75.68	24.32	17.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	52	96.30	3.70	34.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	27	84.38	15.62	33.33

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	321	311	96.88	3.12	73.31
Female	141	139	98.58	1.42	74.10
Male	180	172	95.56	4.44	72.67
American Indian or Alaska Native	0	0	0	0	0
Asian	57	57	100.00	0.00	89.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	90	95.74	4.26	45.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	45	100.00	0.00	86.67
White	118	112	94.92	5.08	82.14
English Learners	37	36	97.30	2.70	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	54	54	100.00	0.00	31.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	27	84.38	15.62	44.44

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	65.91	55.45	68.74	68.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	103	96.26	3.74	54.37
Female	41	40	97.56	2.44	60.00
Male	66	63	95.45	4.55	50.79
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	92.31
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	51	48	94.12	5.88	68.75
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	8.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	7.14

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100	100	100	99.07	100

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.

2025-26 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, "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 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 and navigate to the PTO menu.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	622	622	46	7.4
Female	278	278	23	8.3
Male	344	344	23	6.7
Non-Binary	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	109	109	4	3.7
Black or African American	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	185	185	21	11.4
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	83	83	6	7.2
White	221	221	9	4.1
English Learners	84	84	13	15.5
Foster Youth	*	*	*	*
Homeless	*	*	*	*
Socioeconomically Disadvantaged	107	107	20	18.7
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	60	60	6	10.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.3	0.9	0.3	0.5	0.6	0.6	3.6	3.3	2.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.3	0.0
Female	0.3	0.0
Male	0.3	0.0
Non-Binary	*	*
American Indian or Alaska Native	*	*
Asian	*	0.0
Black or African American	*	*
Filipino	*	*
Hispanic or Latino	1.1	0.0
Native Hawaiian or Pacific Islander	*	*
Two or More Races	*	0.0
White	*	0.0
English Learners	*	*
Foster Youth	*	*
Homeless	*	*
Socioeconomically Disadvantaged	*	*
Students Receiving Migrant Education Services	*	*
Students with Disabilities	*	*

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 17, 2025. This plan outlines Encinal School's strategies for addressing emergencies and disasters, to ensure 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. We conduct Site and Classroom Hazard surveys at the start of each school year.

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

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

Parents and staff received information before the fall term commenced to ensure that everyone is well-informed about our school safety measures and protocols. This information was provided through our school's Back to School Guide for Parents, released in August 2025.

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.

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	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	21	2	2	0
K	23	1	3	0
1	21	2	3	0
2	21	2	3	0
3	21	2	3	0
4	21	2	3	0
5	24	0	4	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	21	1	1	0
K	24	0	3	0
1	20	2	2	0
2	23	0	4	0
3	20	3	2	0
4	22	0	5	0
5	21	0	5	0

2024-25 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	---

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	---
Psychologist	1
Social Worker	---
Nurse	1
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	---
Other	---

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	12,264.36	2,974.44	9,289.92	146,151.18
District	N/A	N/A	14,722.67	139,908.56
Percent Difference - School Site and District	N/A	N/A	-45.2	10.5
State	N/A	N/A	12,799.97	95,479
Percent Difference - School Site and State	N/A	N/A	-22.3	47.5

Fiscal Year 2024-25 Types of Services Funded

Instructional Coaching: Our instructional coaching has been guided by data from the current academic year. 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.

Homework Club is offered to approximately 30 students in grades 3-5 from 3 to 4 p.m. 2 days/week

Fiscal Year 2024-25 Types of Services Funded

Encinal is fortunate to have literacy (2.5 FTE) and English Language Development (ELD) Specialists (2.0 FTE), a 0.9 MTSS specialists allocation in mathematics, and a team of instructional assistants to provide support in every TK-3 classroom. Under the guidance of teachers, instructional assistants work with students one-on-one or in small groups to facilitate academic growth. Additionally, Encinal School allocates site-directed funds to employ an hourly instructional assistant for one hour daily, 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. Our counselor is also 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$76,605	\$61,516
Mid-Range Teacher Salary	\$124,025	\$95,479
Highest Teacher Salary	\$156,483	\$125,208
Average Principal Salary (Elementary)	\$214,612	\$152,668
Average Principal Salary (Middle)	\$197,709	\$156,487
Average Principal Salary (High)	0	\$165,427
Superintendent Salary	\$270,375	\$242,781
Percent of Budget for Teacher Salaries	37.61%	29.76%
Percent of Budget for Administrative Salaries	5.82%	5.74%

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.

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.

Language Forms and Functions

Thinking Classrooms

TWIG Science: Incorporating TWIG Science resources.

ELD Integration Across All Subjects: Ensuring that English Language Development strategies are seamlessly integrated.

School-Wide Coaching Includes:

Dedicated days for teacher development and collaboration in the area of mathematics.

Foundational Literacy

Roll out of iReady Math grades 1-5 and Language Arts grades 2-5

Professional Development

Understanding the New Math Framework

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

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.

Foundational Reading Skills TK-5

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4

received by Stanco 10/3/25

PART II: EVALUATION DETAIL

Date of Inspection:

School Name: **ENCINAL ELEMENTARY SCHOOL**

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOCOL GROUND	WINDOWS/ DOORS/ GATES/FENCES
B0															
COMMENTS:															
COMMENTS:															
7	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
6	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
5	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
4	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
GIRL'S REST ROOM	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
BOYS REST ROOM	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
COMMENTS:															

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: **ENCINAL ELEMENTARY SCHOOL**

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOOl GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
22	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
23	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
24A	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
GIRLS RESTROOM		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		NA	✓
	COMMENTS:														
BOYS REST ROOM		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		NA	✓
	COMMENTS:														
R	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
OT	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
25	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
26	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
27	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
28	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓		NA	✓
	COMMENTS:														
E															
	COMMENTS:														

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
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 3 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 4 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 5 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 6 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 7 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 8 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 10 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 11 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 12 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 13 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 14 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 15 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 16 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 17 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 18 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 19 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 20 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 2 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 3 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 4 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 5 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 6 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 7 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 8 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 10 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 11 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 12 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 13 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 14 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 15 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 16 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 17 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 18 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 19 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 20 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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1 10 20 30 40 50 60 70 80 90 100

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: **ENCINAL ELEMENTARY SCHOOL**

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	GAS LEAKS	MECH/H-VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	
37	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
36	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
35	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
34	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
33	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
32	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
31	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
30	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
29	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
38	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	
	COMMENTS:															
GIRLS RESTROOM	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
BOYS RESTROOM	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															

PART II: EVALUATION DETAIL

Date of Inspection:

School Name: FENCINAL ELEMENTARY SCHOOL

AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOL. GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
20		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:															
R																
	COMMENTS:															
19		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:															
R																
	COMMENTS:															
18		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:															
R																
	COMMENTS:															
17		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:															
R																
	COMMENTS:															
16		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:															
11		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:															
12		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:															
R																
	COMMENTS:															

PART II: EVALUATION DETAIL

Date of Inspection:

School Name: ENCINAL ELEMENTARY SCHOOL

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
D3A	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
D3B	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
D3C	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
MUSIC CLOSET	✓	✓	✓	✓	✓	✓	NA	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
SUPPLY CLOSET	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
	COMMENTS:														
D4	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
G															
	COMMENTS:														
B															
	COMMENTS:														
D6	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
SMALL MULTI	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: ENCINAL ELEMENTARY SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOl GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
KINDER PLAYGROUND	NA	NA	NA	NA	✓	✓	NA	NA	NA	✓	✓	✓	NA	✓	NA
COMMENTS:															

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

July 1st 1891 - 2nd 1891 - 3rd 1891 - 4th 1891 - 5th 1891 - 6th 1891 - 7th 1891 - 8th 1891 - 9th 1891 - 10th 1891 - 11th 1891 - 12th 1891