Encinal Elementary School

6484 Larkin Rd. • Live Oak, CA 95953 • (530) 695-5458 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Live Oak Unified School District
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District Governing Board

Scott Davis

Kathy L. Walker

Talwinder Chetra

Ernest J. Rodriguez

Roger D. Christianson

District Administration

Mathew Gulbrandsen
Superintendent

Satjit Dhami
Curriculum, Instruction & Assessments Coordinator

Glenn Houston
Special Education Coordinator

Christopher Peters
Chief Financial Officer

School Description

Encinal School is established in the community of Live Oak, in northern Sutter County. It is one of five schools in the Live Oak Unified School District. Encinal has approximately 120 students in the Transitional Kindergarten through Eighth Grade. Its small size makes the school a unique learning environment, one in which every student and teacher really makes a difference in instructional practices. The school is staffed by fully credentialed teachers. Enrollment is based on geographical location, siblings and preference.

Encinal School has combination classes, with a qualified and highly trained staff, who share the goal of instructing students to their highest potential. Children with special needs are identified early and are placed in programs that will enable them to reach their full potential through our Student Study Team. Communication between the home and school is vital and ongoing. The school is a positive learning environment, which focuses on the very best of instructional teaching strategies, supporting the Common Core Federal Standards. Encinal School is currently in its sixth year of implementing AVID Elementary throughout our campus TK-8th grade, emphasizing organizational skills, high level questioning, and strategies that benefit students to be college and career ready. Students are supported by a qualified caring teaching/administrative staff, supportive parents, and cooperating students. Students are prepared to be respectful, responsible, independent, and organized learners by actively engaging in challenging learning experiences daily.

Mission Statement

Encinal Elementary School, in partnership with families and community, is committed to providing all students with rigorous academic opportunities in a positive, welcoming environment. We are committed to academic excellence through innovative programs and instruction, developing critical thinkers who are confident and self-motivated, fostering a safe and small-school community, and preparing well-rounded students to become contributing members of society.

Vision Statement

Encouraging and Nurturing Caring Individuals to Navigate Academics and Life Skills

Michelle Smith, Principal

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	11
Grade 2	13
Grade 3	13
Grade 4	13
Grade 5	13
Grade 6	13
Grade 7	14
Grade 8	12
Total Enrollment	120

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	8.3
Filipino	0.8
Hispanic or Latino	50
White	31.7
Two or More Races	9.2
Socioeconomically Disadvantaged	55
English Learners	5
Students with Disabilities	8.3
Homeless	2.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Encinal Elementary	17-18	18-19	19-20
With Full Credential	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Live Oak Unified	17-18	18-19	19-20
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Encinal Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: 9/12/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Wonders (TK - 5), McGraw Hill / 2016 California Study Sync (6-8), McGraw Hill / 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math California Pre-K Program (TK), Macmillan/McGraw Hill / 2015 My Math California Premium System (K-5), Macmillan/McGraw Hill / 2015 California Math Course 1 (6), Macmillan/McGraw Hill / 2015 California Math Course 2 (7), Macmillan/McGraw Hill / 2015 California Math Course 3 (8), Macmillan/McGraw Hill / 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science (K-5), Macmillan/McGraw Hill / 2009 Focus on Earth Science (6), Glencoe/McGraw Hill / 2009 Focus on Life Science (7), Glencoe/McGraw Hill / 2009 Focus on Physical Science (8), Glencoe/McGraw Hill / 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History / Social Science (K-5), Pearson / 2019 World History & Geography: Ancient Civilization (6), McGraw Hill / 2019 World History & Geography: Medieval to Early Modern Times (7), McGraw Hill / 2019 US History & Geography: Growth and Conflict(8), McGraw Hill / 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A digital work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The administrator meets weekly with the head of Maintenance to ensure the operational best of school facilities.

During the summer of 2017 a new classroom was added to the campus to support our music and computer classes. The cafeteria also received new tables. Maintenance improvements that occurred in the 2018-2019 school year were the repaving of the blacktop and painting of activity lines. The cafeteria roof and the the roof on the main classroom building received a new roof. All classrooms, bathrooms, library and office are kept in a cleanly manner. A part-time custodian is on staff daily.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 12, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	64	46	52	50	50
Math	54	56	36	39	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.4	15.4	15.4
7	21.4	14.3	50.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	78	100.00	64.10
Male	35	35	100.00	62.86
Female	43	43	100.00	65.12
Asian	--	--	--	--
Hispanic or Latino	39	39	100.00	66.67
White	22	22	100.00	40.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	58.70
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	78	100.00	56.41
Male	35	35	100.00	65.71
Female	43	43	100.00	48.84
Asian	--	--	--	--
Hispanic or Latino	39	39	100.00	51.28
White	22	22	100.00	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	50.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Encinal Elementary School benefits from an extremely active Parents' Club that raises funds to support student activities. Parent's club hosted numerous fundraisers such as selling Jamba Juice discount cards, holding their 60th annual spaghetti dinner, and hosted both a Back to School Night and Open House BBQ. Parents are encouraged to become involved in School Site Council and attend their students school activities. A continuous partnership with staff and parents occurs to support the educational opportunities for students at Encinal School. Parents are encouraged to become involved in their students classroom. Parent volunteers help out with a variety of things, such as working in the classroom, helping with field trips, and taking work home. Volunteers are encouraged to contact their students teacher or the principal if they'd like to volunteer at the school.

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.

School Safety Plan
The School Site Safety Plan has been developed by the Safety Committee, which consists of three vice principals, one principal, the fire chief, and local law enforcement. The committee meets regularly to set long term goals for the school as well as assisting in upgrading the school facilities. The Safety Plan is updated each spring and covers various safety procedures including student injury and emergency procedures. Safety drills are held on a regularly basis, fire drills are held monthly; earthquake/disaster drills are held twice a year. Supervision is a shared responsibility between teachers, instructional aides, and administration. To enhance communication on campus while out supervising students we use two way radios. Security cameras were installed during the winter of 2019, on the outside of the school buildings.

Encinal is a closed campus and all visitors must sign in and out at the main office. Parents/Guardians are always welcome at Encinal. All visitors are required to report to the office and receive a visitor's pass prior to visiting the campus and classrooms. Visitors are expected to follow school rules.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.4	3.1	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.6	5.3	4.0
Expulsions Rate	0.2	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	4			16	4			18	4		
2	26		5		25		5		24		5	
4	25		5		26		5		26		5	
6	26		6		26		6		26		6	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24		1		24		1		26		1	
Mathematics	12	2			12	2			13	2		
Science	24		1		24		1		26		1	
Social Science	24		1		24		1		26		1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Encinal Elementary School staff members strengthen their instructional practice on an ongoing basis through participation in ongoing collaboration at professional learning community meetings and through district and site sponsored professional development sessions. Topics for staff development during the school year included: data analysis and collaboration, effective teaching practices, implementation of the adopted English Language Arts, Math and English Language Development curriculum, implementation of the Common core Standards, effective instructional practices to maximize student engagement (Districts 5 Key Instructional Principles), and Response to Intervention support. The district has identified 5 key instructional practices to implement across the district. The instructional principles are the following: 1. Identifying and sharing the learning objective, 2. 50/50 where students are engaged in discussion and doing the talking at least 50% of the time. 3. Push, where students are pushed out of their comfort zone. 4. Complete sentences, all students speak and write in complete sentences. 5. Error Corrections, in which all errors are corrected to allow for students to learn the content correctly. Our site also participates in on site and off site PD that focuses in on AVID strategies. Encinal has been implementing AVID school-wide for the past six years. Live Oak Unified participates in the Tri-County Induction Program (TCIP) for recently credentialed teachers. All newly hired teachers with less than two full years of fully credentialed teaching experience are required to participate in the TCIP Program. Our district curriculum, Instruction and Assessment Coordinator also supports both new and experienced teachers in the delivery of effective instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,231	$46,208
Mid-Range Teacher Salary	$65,448	$72,218
Highest Teacher Salary	$97,338	$92,742
Average Principal Salary (ES)	$129,134	$134,864
Average Principal Salary (MS)	$140,527	$118,220
Average Principal Salary (HS)	$141,038	$127,356
Superintendent Salary	$170,272	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	33%
Administrative Salaries	7%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7020	459	6561	72350
District	N/A	N/A	9078	$70,633.00
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-32.2	-2.9
School Site/ State	-16.7	-5.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- After school program is available to provide additional homework help and tutoring in the areas of math and ELA for 1st - 4th grade students to participate in at Luther Elementary and at Live Oak Middle School for 5th-8th grade students.
- Intervention classes are built into the school day to support students that are below grade level in math and reading.
- Summer school is offered in partnership with Migrant Education to provide additional support to students that are below grade level in math and reading. Enrichment Classes are also offered to students during Summer School.
- A Structured English Immersion (SEI) supports English Learners with acquiring English TK-12.
- Instructional Aides support instruction, individual student needs, and student learning in TK-8 classes.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	21.67
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

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).

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.