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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Encinal Elementary School
Street	6484 Larkin Road
City, State, Zip	Live Oak, CA 95953
Phone Number	(530) 695-5458
Principal	Michelle Smith
Email Address	msmith@lousd.k12.ca.us
School Website	https://encinal.lousd.k12.ca.us
Grade Span	TK-8
County-District-School (CDS) Code	51713996053268

2025-26 District Contact Information

District Name	Live Oak Unified School District
Phone Number	(530) 695-5400
Superintendent	Mathew Gulbrandsen
Email Address	mgulbrandsen@lousd.k12.ca.us
District Website	https://www.lousd.k12.ca.us

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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 eleventh 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 this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	11
Grade 2	11
Grade 3	13
Grade 4	11
Grade 5	11
Grade 6	14
Grade 7	9
Grade 8	13
Total Enrollment	111

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
Asian	9
Hispanic or Latino	46.8
Two or More Races	3.6
White	40.5
English Learners	1.8
Socioeconomically Disadvantaged	52.3
Students with Disabilities	17.1

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)	4.9	100	90.8	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.8	0.87	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.9	1.02	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.5	4.64	15831.9	5.67
Total Teaching Positions	4.9	100	97.2	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)	3.9	79.96	89.4	92.62	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	19.84	1.9	2.06	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.5	0.52	11746.9	4.23
Unknown/Incomplete/NA	0	0	2.7	2.89	14303.8	5.15
Total Teaching Positions	4.9	100	96.5	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)	4.9	100	95.3	93.11	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	1.95	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.2	0.22	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.5	1.46	12112.8	4.34
Unknown/Incomplete/NA	0	0	3.3	3.22	13705.8	4.91
Total Teaching Positions	4.9	100	102.4	100	278927.1	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	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0

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)	0	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	09/2025

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	Creative Curriculum (TK), Teaching Strategies / 2025 California Wonders (TK - 5), McGraw Hill / 2016 California Study Sync (6-8), McGraw Hill / 2016	0
Mathematics	Creative Curriculum (TK), Teaching Strategies / 2025 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	0
Science	Carolina Building Blocks of Science (TK-5), Carolina Biological Supply /2022 California Inspire Science: Units 1-4 (6-8), McGraw Hill / 2020	0
History-Social Science	History / Social Science (K-5), Pearson / 2019 World History & Geography: Ancient Civilization (6), McGraw Hill / 2019 World History & Geography: Medieval & Early Modern Times (7), McGraw Hill / 2019 US History & Geography: Growth & Conflict (8), McGraw Hill / 2019	0

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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 2023, the school library was renovated. The field was completely redone with gopher meshing installed, a new sprinkler system and new sod. The track was also redone and turned into a functional walking track. All classrooms, bathrooms, library and office are kept in a clean manner. A part-time custodian is on staff daily.

Year and month of the most recent FIT report	June 11, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	63	58	51	52	47	48
Mathematics (grades 3-8 and 11)	50	49	37	37	35	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	74	74	100.00	0.00	58.11
Female	38	38	100.00	0.00	52.63
Male	36	36	100.00	0.00	63.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	57.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	55.17
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	53.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	74	74	100.00	0.00	48.65
Female	38	38	100.00	0.00	42.11
Male	36	36	100.00	0.00	55.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	48.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	37.93
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	9.09	37.5	27.94	30.75	30.73	32.52

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	24	24	100.00	0.00	37.50
Female	14	14	100.00	0.00	35.71
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	99	99	100	99	100
Grade 7	100	100	100	100	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 Elementary School benefits from an extremely active Parents' Club that raises funds to support student activities. 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	120	117	5	4.3
Female	61	59	1	1.7
Male	59	58	4	6.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	55	5	9.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	45	45	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	69	66	5	7.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	22	22	1	4.5

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
0.81	0.84	1.67	4.03	4.18	3.37	3.6	3.28	2.94

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	0.05	0	0	0.08	0.07	0.06

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	1.67	0.00
Female	0.00	0.00
Male	3.39	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.55	0.00

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

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. The front gate had a video doorbell installed in 2023 for all visitors to be buzzed in once they have communicated with the office. The district also utilizes the Centegix safety platform Crisisalert where all staff members wear an easy-to-use wearable panic button.

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.

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	13	1	0	0
1	13	1	0	0
2	13	1	0	0
3	13	1	0	0
4	13	1	0	0
5	13	1	0	0
6	13	1	0	0
Other	13	2	0	0

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
K	13	1	0	0
1	13	1	0	0
2	13	1	0	0
3	13	1	0	0
4	13	1	0	0
5	13	1	0	0
6	13	1	0	0
Other	13	2	2	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	9	1		
K	10	1		
1	11	1		
2	11	1		
3	13	1		
4	11	1		
5	11	1		
6	14	1		
Other	18	2		

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	282.5

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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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	$10,102	$369	$9,733	$92,542
District	N/A	N/A	$8,309	$86,976
Percent Difference - School Site and District	N/A	N/A	15.8	6.2
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-13.5	-0.2

Fiscal Year 2024-25 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 - 5th grade students to participate in at Luther Elementary and at Live Oak Middle School for 6th-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 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.

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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,335	$57,978
Mid-Range Teacher Salary	$71,082	$89,612
Highest Teacher Salary	$124,929	$117,194
Average Principal Salary (Elementary)	$176,662	$143,632
Average Principal Salary (Middle)	$189,996	$149,447
Average Principal Salary (High)	$199,366	$162,334
Superintendent Salary	$229,315	$234,076
Percent of Budget for Teacher Salaries	38.5%	27.81%
Percent of Budget for Administrative Salaries	6.9%	5.47%

Professional Development

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 eight 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.

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	11	11	11