Oak Knoll Elementary

1895 Oak Knoll Lane • Menlo Park CA 94025 • 650-854-4433 • Grades K-5
Kristen Gracia, Principal
kgracia@mpcsd.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Menlo Park City Elementary
181 Encinal Avenue
Atherton, CA, 94027
650-321-7140
mpcsd.org

District Governing Board

David Ackerman

Stacey Jones

Joan Lambert

Caroline Lucas

Terry Thygesen

District Administration

Erik Burmeister
Superintendent

School Description

School Overview:
Oak Knoll is a big school of over 690 students that feels small, personal and focused on its mission: Every student an exemplary scholar, a valued friend, and a courageous citizen. As you walk onto our campus, you will notice the focus is on the whole child. Learning is not limited to our classrooms, but is accessible everywhere on campus. You will see children of various ages working together and learning from each other. You will see students who love to read, as evidenced by the large number of students who stroll around book in hand. In the halls, you will hear children as young as five playing violin, or classes of kids engaged in a hands-on science, or small groups of students discussing their reading. If you glance into the open doors of our classrooms, you will observe students using technology as a learning tool, students engaged in dynamic lessons, and individual students sitting with their teachers receiving targeted instruction. You might also notice signs on our classroom doors welcoming teachers to observe teachers! You will notice students taking the initiative in tending our school garden, planting seeds, and caring for the chickens. You will see students running the broadcast studio that produces the KNOL morning news and will watch the student tech crew doing sound checks behind the scenes at school-wide assemblies and performances. At recess, you will find children self-directed and participating in various games, sports and other activities, such as visiting our bustling school library. During this time, you might also notice groups of kids in the Gaga (Israeli dodge ball) pit, which students advocated for, designed according to geometric principles, and then built during math classes. If you venture further into our playground you will begin to hear the outdoor instruments, the large "big kid" sandbox (because big kids like to dig in the sand too), and the far off place called the Nature Zone where students work together using nature to build structures. W hile all of this is going on, over on our kindergarten playground our youngest students are riding trikes and building with our Imagination Playground (oversized foam blocks).

At Oak Knoll our mission is our blueprint and keeps us focused on what we value. Exemplary scholars have a growth mindset so we make sure to teach Dr. Carol Dweck's "Mindset" research to our students and parents. They understand that intelligence is not an asset determined at birth, and that the brain is pliable and capable of amazing accomplishments with practice and perseverance. Smart is not something you are; smart is something you get through hard work and practice. Developing exemplary scholars may be impossible without focusing on the whole child. W e also emphasize students becoming valued friends and courageous citizens as part of our school mission. All three parts of our mission are equally important to us. W e empower our students by providing many leadership opportunities in and out of the classroom. W e prioritize and hold a high expectation for compassion. Our fervent belief in inclusion for students with specific needs has helped create an appreciation and celebration of unique differences. W e value diversity and celebrate race, language and culture on our campus. Oak Knoll has many students from around the globe. Valued Friends are compassionate students so we make sure to teach our students to empathize with others and embrace diversity. Courageous Citizens provide service to others and at Oak Knoll service is not a special project, but instead something Oak Knoll students regularly provide.

Oak Knoll believes in the power of relationships and connection. Teachers provide targeted instruction to students in the classroom who have not yet reached proficiency. This instruction is designed around academic goals and is also used as a critical time to deepen relationships. Speaking of relationships, our school staff also has strong working relationships which result in a lot of collaboration and school spirit. At Oak Knoll we expect a lot of our teachers and put them on a pedestal because we appreciate and value the work they do to make Oak Knoll exceptional. Like our students, our teachers, are amazing!

Oak Knoll is fortunate to have a close partnership between the staff and parents. Parent volunteers spend countless hours supporting classroom teachers, programs, and events. Oak Knoll is a neighborhood school like no other!

As we take our students on this educational journey, we emphasize strategies that help them develop a deep sense of self-awareness, self-advocacy, and self-confidence.

During the 2017-18 school year Oak Knoll students, staff and parents will be engaging in activities and learning that intentionally deliver on our mission. Projects like our Beyond Me Challenge and our Whole Teacher Framework are two examples:
2017-18 Oak Knoll Beyond Me Challenge:

Embrace Diversity: learn, understand, do!

This school year all students will engage in growing their brain by learning about another place/culture in our world, empathize and understand others who are different from themselves, and provide help/support to a community other than their own. Each classroom will earn a badge, presented to them by their principals when they can explain what they learned.

This project is directly tied to the Oak Knoll mission.

The Whole Teacher Framework:
Continuous improvement is a core value at Oak Knoll. In order to improve, our teachers and staff must understand the expectations, engage in self-reflection and set individual goals. We have created a framework that focuses on the most important characteristics for a teacher. This framework is called The Whole Teacher Framework. Just as we focus on all the elements of the "whole child" at our school to ensure student connectedness and success, we also want to have clear vision on what elements we believe contribute to teacher success at our school. The Whole Teacher Framework is made up of four equal components: teaching, connection, collaboration and communication. All teachers at Oak Knoll are aware of these components and have spent time discussing, self-reflecting and goal setting around each component. Throughout the 2017-18 school year Oak Knoll principals will meet with teachers one-on-one to check in and continue the conversation. Resources will be allocated based on teacher goals to ensure progress and development across our staff. The Whole Teacher framework is another import aspect of our overall vision.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	111
Grade 1	112
Grade 2	119
Grade 3	125
Grade 4	131
Grade 5	129
Total Enrollment	727

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	9.2
Filipino	0
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	1.2
White	65.3
Two or More Races	13.1
Socioeconomically Disadvantaged	4.4
English Learners	8.8
Students with Disabilities	5.6
Foster Youth	0

A. Conditions of Learning

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

Teacher Credentials			
Oak Knoll Elementary	15-16	16-17	17-18
With Full Credential	44	42	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Menlo Park City Elementary	15-16	16-17	17-18
With Full Credential	♦	♦	200
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Knoll Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Units of Study for Teaching Reading, Heinemann, Teachers College Reading & Writing Project, K-5 Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading & Writing Project, K-5 Adelante!, Benchmark Education, K-5, ELA Spanish Immersion Words Their Way, Pearson, K-5 Leveled Literacy Intervention, Fountas & Pinnell, K-5 **ENGLISH LEARNERS** EL: English 3D, California Edition, K-5 ELD Links, Lingual Learning, K-5 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0 %
Mathematics	California Math Expressions, Houghton Mifflin, K-5 Big Ideas Math Common Core Advanced 1, Houghton Mifflin, 5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0 %
Science	CALIFORNIA FOSS, Delta Education, as listed below: Trees, FOSS, K Wood and Paper, FOSS, K Animals 2x2, FOSS, K Solids & Liquids, FOSS, 1 Plants and Animals, FOSS, 1 Air and Weather, FOSS, 1 Pebbles, Sand & Silt, FOSS, 2 Balance and Motion, FOSS, 2 Insects and Plants, FOSS, 2 Structures of Life, FOSS, 3 Sun, Moon and Stars, FOSS, 3 Matter and Energy, FOSS, 3 Environments, FOSS, 4 Solid Earth, FOSS, 4 Magnetism and Electricity, FOSS, 4 Water Planet, FOSS, 5 Mixtures & Solutions, FOSS, 5 Living Systems, FOSS, 5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0 %
History-Social Science	Reflections, California Series, Harcourt School Publishers, K-5 Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0 %
Foreign Language	**Percent of students lacking their own assigned textbook:** 0.0 %
Health	Second Step, Committee for Children, K-2 Skills for Growing, Lions-Quest, 3-5 Puberty Talks, Health Connected, 5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0 %
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Oak Knoll School has 36 classrooms, a multipurpose room, a library, music and art facilities and an administration building. The main campus is approximately 50 years old. A major renovation of the facility was completed in 2010. 12 new classrooms and a new multipurpose facility opened in September 2010. The field, playground, and parking lots were all replaced during the modernization work. W indows, door, and hardware were replaced throughout the existing school. Most recently, Oak Knoll School had the roof replaced on the original buildings. In the summer of 2015, the District performed a seismic improvement project on all the older classrooms built in the 1950s and 1960s. In addition, classroom flooring was replaced throughout the school which had flooring that was about 15 years old. Interior and exterior finishes were painted as needed. Roofing was also replaced on the older sections of the school in the summer of 2015 and 2016. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the site Principal conduct 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 Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	96	96	91	93	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	82	85	82	82	48	48
Math	86	85	81	80	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.1	11.5	81.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	127	126	99.2	96.0
Male	67	66	98.5	97.0
Female	60	60	100.0	95.0
Hispanic or Latino	11	10	90.9	80.0
White	82	82	100.0	97.6
Two or More Races	16	16	100.0	100.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	389	383	98.46	84.86
Male	207	203	98.07	83.25
Female	182	180	98.9	86.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.06	90.91
Hispanic or Latino	44	44	100	56.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	255	250	98.04	90
Two or More Races	46	46	100	91.3
Socioeconomically Disadvantaged	28	27	96.43	18.52
English Learners	52	50	96.15	60
Students with Disabilities	25	25	100	44

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 2016-17 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	389	384	98.71	85.42
Male	207	204	98.55	87.75
Female	182	180	98.9	82.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.06	100
Hispanic or Latino	44	44	100	59.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	255	251	98.43	88.84
Two or More Races	46	46	100	93.48
Socioeconomically Disadvantaged	28	27	96.43	29.63
English Learners	52	51	98.08	66.67
Students with Disabilities	25	25	100	40

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Oak Knoll Site Council
We have a variety of ways to volunteer and contribute to Oak Knoll School. One option is to be a part of our Oak Knoll Site Council. Our Site Council is a group of teachers, staff members and parents that work with Mrs. Gracia to develop, review and approve our school site plan, Single Plan for Student Achievement (SPSA). Meetings include discussions regarding our school improvement measures, our student achievement data and reflecting on our Panorama school survey results. We welcome all parents and staff to attend our Site Council Meetings.
Oak Knoll PTO
The PTO is the parents and teachers of Oak Knoll, working together to support the education that our children receive at Oak Knoll and the community spirit that defines our school. When you join and donate to the PTO, you are helping to make field trips, assemblies, outside programs, the Science Fair, Family Math Night, school spirit events, and much more happen. Our parent volunteers organize and run our after school programs, after school sports, Book Fair, car line, hot lunch program, spirit-wear, weekly newsletter, family picnics, and numerous other events and programs that are invaluable to Oak Knoll. Thank you for your involvement and investment in our PTO!

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
Oak Knoll has a well-developed emergency plan that deals with a number of possible emergencies. This plan is aligned with the Menlo Park School District Emergency Plan, the State Emergency Management System (SEMS) and the California Administrative Code, Section 560, Title 5.

District Responsibility
If the Superintendent declares a District emergency during the school day, all students will be required to remain at school or an alternate safe site under the Emergency care and supervision of District personnel.

Until regular dismissal time and released only then if it is considered safe, OR
Until released to an adult authorized by the parent or legal guardian whose name appears on District records or their student ID tag.

If students are on their way to school they will be brought to school if bused, or they should proceed to school, or the nearest District school site.

If students are on their way from school they are to continue home.

During a Declared Emergency, students, who have not been picked up by their parents or other authorized person, may be taken by District personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations to keep parents informed. In addition, the District will utilize its emergency robo calling, texting, and e-mail systems as well as posting information on the web site to communicate emergency information. Use of these modes of communication will depend on ability to access the them during an emergency and after we have responded to to the safety of the students.

Please insure that all your contact information is up to date and any changes are immediately reported to the school.

Parent Responsibility

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to the person designated on this form. Parents are responsible for ensuring that information on the Student Health / Emergency Form is current. Parents are asked to share the responsibility along with the school for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to comply with school authority. School authorities will do everything possible to care for each student if he/she is under District supervision. It is critical that students do not have directions from parents that are contrary to the District's stated policy on retention at school and authorized release in case of a severe emergency.

Oak Knoll Emergency Procedures

In the event of an emergency please remain calm and remember that your children will be taken care of. Your children's safety is our first priority.

Oak Knoll staff will follow the Oak Knoll Site Emergency Plan and those policies set out by the District Plan. All staff has designated roles in any emergency and a command structure exists. Each classroom is equipped with a Red Emergency Backpack and Emergency Clipboard containing a class roster, Student release/medical ID tags and first aid/emergency supplies and materials. In addition the school has emergency food and water for the immediate crisis and up to 72 hours. Teachers and students will follow the school's evacuation procedures. After evacuation, roll will be called and each student will be given his or her ID tag to wear. Students will be supervised at the school site until a parent or designated alternate appearing on the ID tag can come and pick up the student. For this reason, it is important all information on this ID tag is current and those designated are someone with whom you have discussed this situation and have mutually agreed upon an emergency plan.

In the event of a serious earthquake where building safety becomes an issue, parents or designated persons should come to the school as soon as possible to pick up your child. PLEASE DO NOT CALL THE SCHOOL. Phones will be needed for emergency information. Tune into local radio and television for community news and instructions.

Please, park on the surrounding streets. DO NOT PARK IN DRIVEW AYS OR PARKING AREA OF SCHOOL.These areas will be needed for emergency vehicles.

Student Release

Proceed carefully and calmly to the designated Student Release Area. Personnel or signs will direct you. There will only be one location from which students will be released.

ID will be required unless you are already familiar to the adults in charge of release. We will need to record who picked up each student as well as the time picked up and their destination. This needs to be done in a calm and orderly manner to manage the situation and as such will require patience on everyone's part. After your information has been checked and authorization to pick up the student has been confirmed, then and only then will the student be released.

Talk with your child about emergency plans within your family. Tell your child not to be worried if it takes a long time for someone to pick him/her up. Your child will remain safe at school until you or a designated person on the ID tag arrives to pick them up. Make sure your child is familiar with the authorized designated Emergency Release people on their tag and remind students that they must follow all directions given by school personnel in cases of emergency.

Your child's ID card can be updated at any time during the school year. You can get a blank copy of the form from the Office, from your teacher, or online.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	20	22	22	11	11	10	5	5	6	4	4	
1	22	22	19	1	1	4	3	3				
2	23	23	22				4	4	4			
3	24	24	23				3	3	4			
4	24	24	25				7	7	3			
5	24	24	24	2	2		10	10	15			
Other			311									4

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

During the 2016-2017 school year, Teachers College Reading and Writing Project was officially adopted as part of our ELA adoption cycle. All K-5 teachers receive up to 5 days of on-site professional develop professional development with a staff developer from Teachers College - Columbia University. This on-site staff development occurs in the classroom working with our staff and students.

Teachers also participate in staff development with our three teachers on special assignment who support in a variety of ways including curriculum mapping, unit planning, integrating technology, in-class coaching to name a few .

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$58,207	$47,034
Mid-Range Teacher Salary	$94,237	$73,126
Highest Teacher Salary	$115,437	$91,838
Average Principal Salary (ES)	$167,388	$116,119
Average Principal Salary (MS)	$178,141	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$229,468	$178,388
Percent of District Budget		
Teacher Salaries	44%	37%
Administrative Salaries	6%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7399	1474	5924	106083
District	♦	♦	9028	$101,064
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-34.4	5.0
Percent Difference: School Site/ State			-9.9	43.0

* Cells with ♦ do not require data.

Types of Services Funded

With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full-time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and we also have robust Student Support services including speech and language specialists, resource specialists, psychologists, school counselors, and nursing. Core textbooks are purchased with district funds and state funds, and monies raised by the PTO supplement instructional materials and supplies. We are constantly working to increase the amount and quality of technology in our schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.