

Oak Knoll Elementary

1895 Oak Knoll Lane • Menlo Park CA 94025 • 650-854-4433 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Menlo Park City Elementary

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District Governing Board

David Ackerman
Caroline Lucas
Stacey Jones
Sherwin Chen
Scott Saywell

District Administration

Erik Burmeister
Superintendent

School Description

Oak Knoll is a big school of over 650 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 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. While 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. We 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. We empower our students by providing many leadership opportunities in and out of the classroom. We 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. We 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.

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 a 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 <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.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 92 |
| Grade 1 | 113 |
| Grade 2 | 105 |
| Grade 3 | 117 |
| Grade 4 | 124 |
| Grade 5 | 129 |
| Total Enrollment | 680 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.1 |
| American Indian or Alaska Native | 0.1 |
| Asian | 8.7 |
| Filipino | 0.0 |
| Hispanic or Latino | 11.5 |
| Native Hawaiian or Pacific Islander | 1.0 |
| White | 64.9 |
| Two or More Races | 13.2 |
| Socioeconomically Disadvantaged | 5.9 |
| English Learners | 8.1 |
| Students with Disabilities | 5.3 |
| Foster Youth | 0.0 |

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 | 16-17 | 17-18 | 18-19 |
| With Full Credential | 42 | 45 | 40 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Menlo Park City Elementary | 16-17 | 17-18 | 18-19 |
| With Full Credential | ◆ | ◆ | 204 |
| Without Full Credential | ◆ | ◆ | 4 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Oak Knoll Elementary | 16-17 | 17-18 | 18-19 |
| 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 2018-19)

| 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 | <p>Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing Project, K-5</p> <p>Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading and Writing Project, K-5</p> <p>Adelante!, Benchmark Education, K-5, ELA Spanish Immersion</p> <p>Words Their Way, Pearson, K-5</p> <p>Leveled Literacy Intervention, Fountas and Pinnell, K-5</p> <p>ENGLISH LEARNERS</p> <p>EL: English 3D, California Edition, K-5</p> <p>ELD Links, Lingual Learning, K-5</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p> |
| Mathematics | <p>California Math Expressions, Houghton Mifflin, K-5</p> <p>Big Ideas Math Common Core Advanced 1, Cengage Learning, 5</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p> |
| Science | <p>CALIFORNIA FOSS, Delta Education, as listed below:</p> <p>Trees, FOSS, K</p> <p>Wood and Paper, FOSS, K</p> <p>Animals 2x2, FOSS, K</p> <p>Solids and Liquids, FOSS, 1</p> <p>Plants and Animals, FOSS, 1</p> <p>Air and Weather, FOSS, 1</p> <p>Pebbles, Sand and Silt, FOSS, 2</p> <p>Balance and Motion, FOSS, 2</p> <p>Insects and Plants, FOSS, 2</p> <p>Structures of Life, FOSS, 3</p> <p>Sun, Moon and Stars, FOSS, 3</p> <p>Matter and Energy, FOSS, 3</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------------|---|
| | Environments, FOSS, 4 Solid Earth, FOSS, 4 Magnetism and Electricity, FOSS, 4 Water Planet, FOSS, 5 Mixtures and 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 % |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A 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. Windows, 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: October 2018 | | |
| 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 | Fair | (Kitchen, Room 6B, Workroom, Room 33,34,32,14) Lighting needs to be replaced |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | (Girl's Restroom) Faucets need to be fixed |
| 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

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 85.0 | 85.0 | 82.0 | 84.0 | 48.0 | 50.0 |
| Math | 85.0 | 82.0 | 80.0 | 81.0 | 37.0 | 38.0 |

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 | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 3.1 | 7.6 | 89.3 |

* 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.

| School Year 2017-18 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 | 375 | 368 | 98.13 | 85.05 |
| Male | 199 | 193 | 96.98 | 84.46 |
| Female | 176 | 175 | 99.43 | 85.71 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 31 | 30 | 96.77 | 86.67 |
| Hispanic or Latino | 47 | 47 | 100.00 | 68.09 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 243 | 237 | 97.53 | 87.76 |
| Two or More Races | 49 | 49 | 100.00 | 91.84 |
| Socioeconomically Disadvantaged | 25 | 24 | 96.00 | 54.17 |
| English Learners | 44 | 40 | 90.91 | 67.50 |
| Students with Disabilities | 13 | 13 | 100.00 | 76.92 |

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 2017-18 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 | 375 | 371 | 98.93 | 81.94 |
| Male | 199 | 196 | 98.49 | 85.2 |
| Female | 176 | 175 | 99.43 | 78.29 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 31 | 30 | 96.77 | 90 |
| Hispanic or Latino | 47 | 47 | 100 | 65.96 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 243 | 241 | 99.18 | 82.16 |
| Two or More Races | 49 | 49 | 100 | 93.88 |
| Socioeconomically Disadvantaged | 25 | 23 | 92 | 52.17 |
| English Learners | 44 | 44 | 100 | 61.36 |
| Students with Disabilities | 13 | 13 | 100 | 46.15 |

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 2018-19)

PARENT VOLUNTEER OPPORTUNITIES

Each year, parents, grandparents, extended family members and neighbors volunteer at Oak Knoll – in the classroom, through the PTO (Parent Teacher Organization), and through the MPAEF (Menlo Park Atherton Education Foundation). It is this community involvement that, together with our talented teachers and staff, make Oak Knoll such a special place.

Everyone is welcome to pitch in, and we encourage you to get involved! There are tasks available to fit every schedule, whether you have time only for an hour here or there if you want to take on a year-long committee lead job, and anything in between.

There are three main ways to volunteer at Oak Knoll:

1. In the Classroom.

At Back to School Night, you can sign up for many different volunteer activities connected to your child's classroom, such as helping in the classroom, chaperoning field trips, and hosting class parties. If you are unable to attend Back to School Night or wish to sign up later in the school year, please contact your class Room Parent to find out about available volunteer opportunities.

2. With the PTO.

The Oak Knoll PTO is a partnership between Oak Knoll's teachers and staff and the parents and families of its students. The parents of the PTO engage in many volunteer activities that enrich our school, including sponsoring community events like the Fall Family Picnic, Friends and Family Day and STEAM on the Knoll, as well as student events, such as the Science Fair, Science Olympiad, the Book Fair, and the Third Grade Musical. The PTO also organizes volunteers to help support our library and our hot lunch program. If you're interested in volunteering, please check out the sign-up link below to let us know what kind of job you would like, how flexible you are, and what your interests are. We would love to hear from you!

What is the PTO?

[PTO Committees](#)

[Sign Up to Volunteer](#)

3. With the MPAEF.

The Menlo Park-Atherton Education Foundation is a nonprofit organization led by parent volunteers who raise funds to support innovation and excellence in education for students across the Menlo Park City School District. The MPAEF works with the PTO to help fund our school and provide a level of excellence in the areas of art, technology, science, guidance, wellness, and more. There are opportunities for parents to help support the foundation. These include the Annual Parent Campaign, Spring Auction Event, Spirit Day, and the Schoolhouse Rocks Run and Festival.

[Get More Information and Sign Up to Volunteer](#)

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

EMERGENCY AND DISASTER PREPAREDNESS

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 people, 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 robcalling, texting, and e-mail systems as well as posting information on the website to communicate emergency information. Use of these modes of communication will depend on the ability to access them during an emergency and after we have responded to the safety of the students.

Please ensure 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 emergencies. 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 an 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 DRIVEWAYS OR PARKING AREA OF SCHOOL. These areas will be needed for emergency vehicles.

The annual Oak Knoll Staff training on our School Safety Plan and Procedures was held on August 29, 2018.

| Suspensions and Expulsions | | | |
|-----------------------------------|----------------|----------------|----------------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.1 | 0.0 | 0.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.2 | 0.2 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 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.

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | 0.0 |
| Psychologist | 1.0 |
| Social Worker | 0.0 |
| Nurse | 0.0 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 0.0 |
| Other | 0;0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 0.0 |

* 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 | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 20 | 22 | 24 | | | | 5 | 5 | 4 | | | |
| 1 | 19 | 22 | 22 | 6 | | 1 | | 5 | 4 | | | |
| 2 | 22 | 20 | 21 | | | 2 | 6 | 6 | 3 | | | |
| 3 | 23 | 21 | 24 | | 1 | | 6 | 6 | 5 | | | |
| 4 | 25 | 22 | 21 | | | 2 | 5 | 6 | 4 | | | |
| 5 | 24 | 22 | 22 | | | 2 | 5 | 5 | 4 | | | |
| Other | | 16 | | | 1 | | | | | 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 2017-2018 school year, Oak Knoll became a project school for Teachers College Reading and Writing Project. All K-5 teachers receive up to 10 days of on-site 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 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$59,662 | \$48,064 |
| Mid-Range Teacher Salary | \$96,593 | \$75,417 |
| Highest Teacher Salary | \$118,323 | \$94,006 |
| Average Principal Salary (ES) | \$171,573 | \$119,037 |
| Average Principal Salary (MS) | \$159,380 | \$123,140 |
| Average Principal Salary (HS) | \$0 | \$135,974 |
| Superintendent Salary | \$235,205 | \$183,692 |
| Percent of District Budget | | |
| Teacher Salaries | 44.0 | 36.0 |
| Administrative Salaries | 7.0 | 6.0 |

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

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.

| FY 2016-17 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 | \$103,622 |
| State | ◆ | ◆ | \$7,125 | \$76,046 |
| Percent Difference: School Site/District | | | -34.4 | 5.0 |
| Percent Difference: School Site/ State | | | -9.9 | 43.0 |

* Cells with ◆ 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.