

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

### Kristen Gracia and David Ackerman

Principal, Oak Knoll Elementary

## About Our School

Welcome to Oak Knoll School! 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 debate, 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. In the Science Lab you will see students working hands-on with experiments and asking and answering scientific questions. 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.

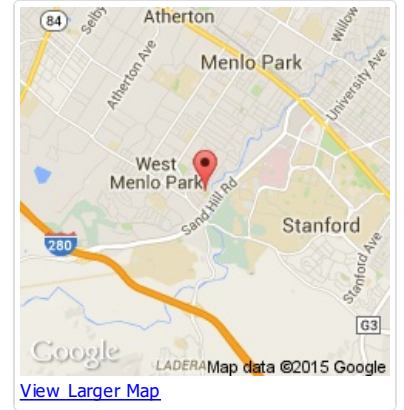
Oak Knoll is a big school of over 700 students that feels small, personal and focused on its mission: every child an exemplary scholar, a valued friend, and a courageous citizen. Smart is not something you are; smart is something you get through hard work. This slogan epitomizes the school's Mindset philosophy. We 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. Oak Knoll believes in the power of relationships. We have implemented specific strategies for building long-term student/ teacher relationships. Teachers tutor every student in the classroom who has not yet reached proficiency. Tutoring is designed around academic goals and is also used as a critical time to deepen relationships.

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. We keep rules to a minimum, emphasize self-directedness and creativity, and dig deeply into yearly school themes designed to build citizenship. We believe in restorative discipline (there has not been a school suspension in 5 years). Our fervent belief in inclusion for students with disabilities has helped create an appreciation and celebration of unique differences. As we take our students on this educational journey, we emphasize strategies that develop a deep sense of compassion and confidence. As one student put it, "I love how you can try new things here and nobody makes fun of you."

## Contact

1895 Oak Knoll Ln.  
Menlo Park, CA  
94025-6120

Phone: 650-854-4433  
E-mail: [kgracia@mpcsd.org](mailto:kgracia@mpcsd.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Oak Knoll Elementary
<b>Street</b>	1895 Oak Knoll Ln.
<b>City, State, Zip</b>	Menlo Park, Ca, 94025-6120
<b>Phone Number</b>	650-854-4433
<b>Principal</b>	Kristen Gracia and David Ackerman
<b>E-mail Address</b>	<a href="mailto:kgracia@mpcsd.org">kgracia@mpcsd.org</a>
<b>Web Site</b>	<a href="http://oakknoll.mpcsd.org/">http://oakknoll.mpcsd.org/</a>
<b>County-District-School (CDS) Code</b>	41689656044176

District	
<b>District Name</b>	Menlo Park City Elementary
<b>Phone Number</b>	(650) 321-7140
<b>Web Site</b>	<a href="http://www.mpcsd.org">www.mpcsd.org</a>
<b>Superintendent First Name</b>	Maurice
<b>Superintendent Last Name</b>	Ghysels, Ed.D.
<b>E-mail Address</b>	<a href="mailto:mghysels@mpcsd.org">mghysels@mpcsd.org</a>

*Last updated: 1/12/2015*

### School Description and Mission Statement (Most Recent Year)

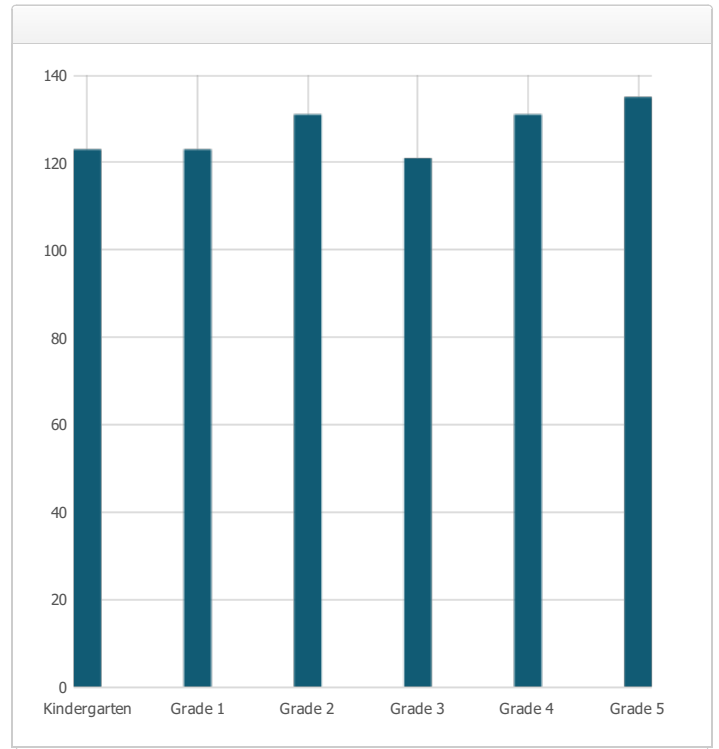
Oak Knoll School, located 40 miles south of San Francisco in the city of Menlo Park, is one of the four schools in the Menlo Park City School District. Enrollment is approximately 765 students in Kindergarten through Grade 5. The school staff includes 34 regular education teachers, one librarian, one school counselor, one school psychologist, two Special Education teachers, two Reading Specialists, one Resource specialist, one English Language specialist, one Speech and Language specialist, an art, two music, one PE teacher. The principal staff includes: one full-time administrator and two part-time administrators. The staff is supported by an office manager and an administrative assistant, along with six instructional aides and a number paraeducators.

Oak Knoll has a small minority population: 17% of the total student body. The Oak Knoll community values education, and therefore, less than 1% of our students are absent without excuse daily. Oak Knoll School is dedicated to providing a quality educational program for all students. It is our mission that every student is an exemplary scholar, a valued friend and a courageous citizen. It is our goal to create a school where children are inspired: inspired to learn, inspired to create, and inspired to take risks. We wish to create a school where learners are continually awed by the wonder and joy of learning. Oak Knoll values excellence, innovation, compassion, cooperation, creativity, perseverance, determination and a growth mindset.

*Last updated: 1/12/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

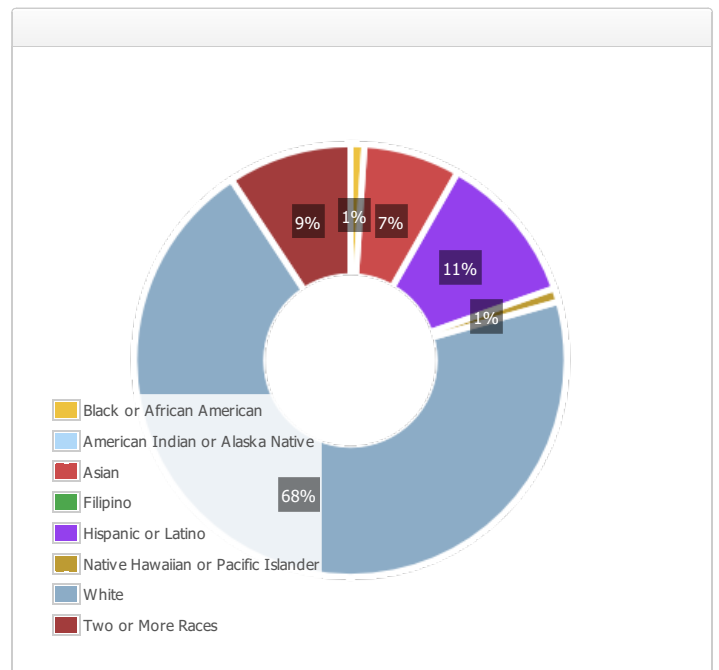
Grade Level	Number of Students
Kindergarten	123
Grade 1	123
Grade 2	131
Grade 3	121
Grade 4	131
Grade 5	135
<b>Total Enrollment</b>	<b>764</b>



Last updated: 1/12/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	7.0
Filipino	0.0
Hispanic or Latino	11.0
Native Hawaiian or Pacific Islander	1.6
White	68.0
Two or More Races	9.7
Socioeconomically Disadvantaged	5.8
English Learners	10.3
Students with Disabilities	3.4



Last updated: 1/12/2015

## A. Conditions of Learning

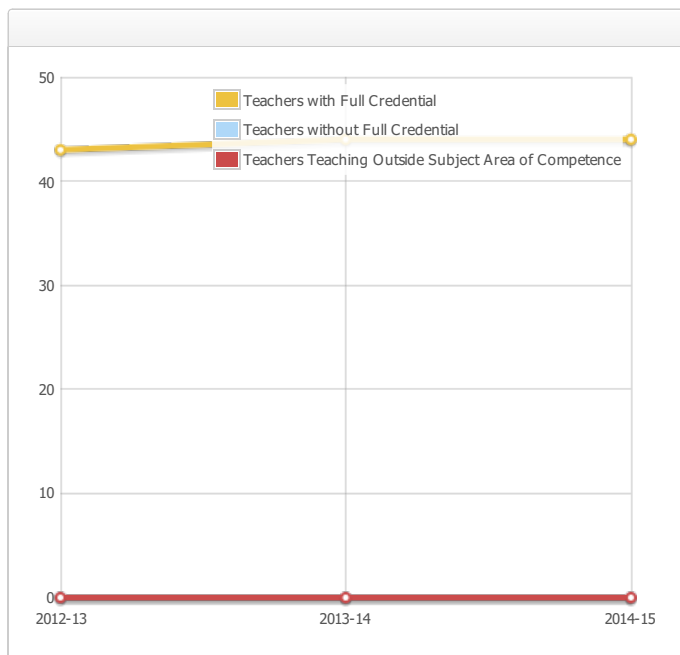
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

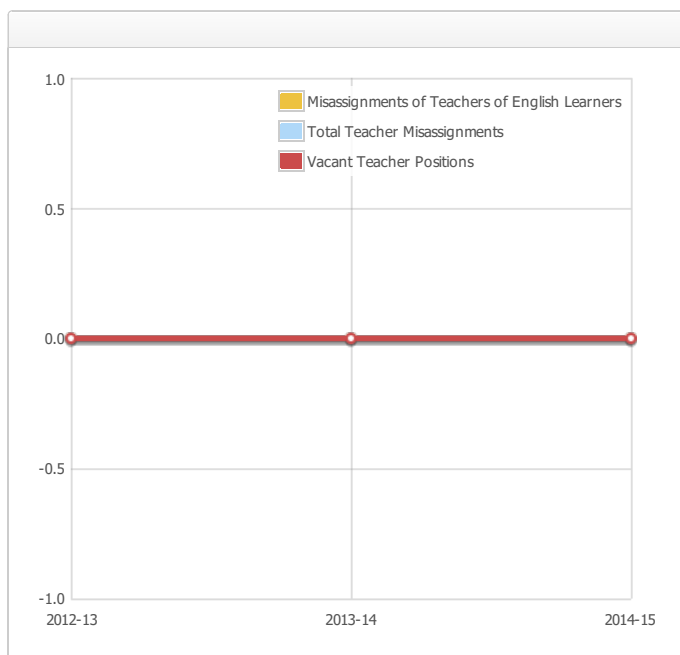
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	43	44	44	180
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

Last updated: 1/30/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2015

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: November 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SRA/Open Court Reading ('02)	Yes	0.0
Mathematics	Everyday Mathematics, McGraw Hill (Third Ed., 2008)	Yes	0.0
Science	K, Trees, FOSS ('07) K, Wood and Paper, FOSS ('07) K, Animals 2x2, FOSS ('07) 1, Solids & Liquids, STC ('07) 1, Plants & Animals, FOSS ('07) 1, Air & Weather, FOSS ('07) 2, Pebbles, Sand & Silt, FOSS ('07) 2, Balance and Motion, FOSS ('07) 2, Insects & Plants, FOSS ('07) 3, Structures of Life, FOSS ('07) 3, Sun Moon & Stars, FOSS ('07) 3, Matter & Energy, FOSS ('07) 4, Environments, FOSS ('07) 4, Solid Earth, FOSS ('07) 4, Electricity & Magnetism, FOSS ('07) 5, Weather Planet, FOSS ('07) 5, Mixtures & Solutions, FOSS ('07) 5, Living Systems, FOSS ('07)	Yes	0.0
History-Social Science	Reflections, Harcourt School Publishers ('07)	Yes	0.0
Foreign Language			0.0
Health	K-2 Committee for Children: Second Step ('02) 3-5 Lions-Quest: Skills for Growing ('03)	Yes	0.0
Visual and Performing Arts	K-5 SILVER BURDETT MUSIC, Silver Burdett & Ginn	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/20/2015

### 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.

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.

The District annually sets monies aside for long term maintenance projects. For the 2014-15 budget the District will set aside \$580,000. This will cover roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems upgrades. The District's complete maintenance plan is available at the district office.

*Last updated: 1/15/2015*

### School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	District is planning in the summer 2015 to replace classroom carpets throughout the school.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	District replaced older electrical panels in several locations.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	District is in the process of replacing older faucets and toilets to ensure water saving and good operations.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	In the summer of 2015 the district is planning replacement of older roofs and seismic improvement project on the older classrooms buildings.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate - Most Recent Year

Overall Rating	Good
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*Last updated: 1/15/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	94	92	95	94	93	89	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 1/9/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	95
Male	95
Female	95
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	98
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.



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.

Last updated: 1/9/2015

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	85%	89%	88%	84%	85%	86%	54%	56%	55%
Mathematics	87%	92%	94%	85%	87%	88%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	87%	86%	82%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/9/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	6	8	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/9/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	2	17	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-4	10	-1
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/9/2015

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.7%	31.4%	45.5%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

*Last updated: 1/9/2015*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Parents regularly volunteer at Oak Knoll School to provide teacher instructional support and to coordinate special projects and activities planned by staff or by the Parent-Teacher Organization. Back-to-School and Open House evenings draw 90-95% of our parents. PTO membership is over 95%. Through annual family events such as the Family Feasts, and the Otter Run, the PTO provides for community involvement in the school, and contributes thousands of dollars yearly to support school programs. An after school sports program in basketball is coordinated by the PTO.

Community organizations provide support for Oak Knoll. The Menlo Park Police Department cooperates with staff in presenting safety and drug information to students. The Menlo Park Fire Department makes safety inspections, conducts monthly fire drills, and instructs students in fire safety.

Oak Knoll supports its community through its service squads and the Caring & Sharing Committee of the PTO. Students participate in food/clothing drives, Earth Day celebrations, paperback book drives, and recycling. The students participate in a yearly in classroom and school wide service projects

### State Priority: Pupil Engagement

*Last updated: 1/9/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

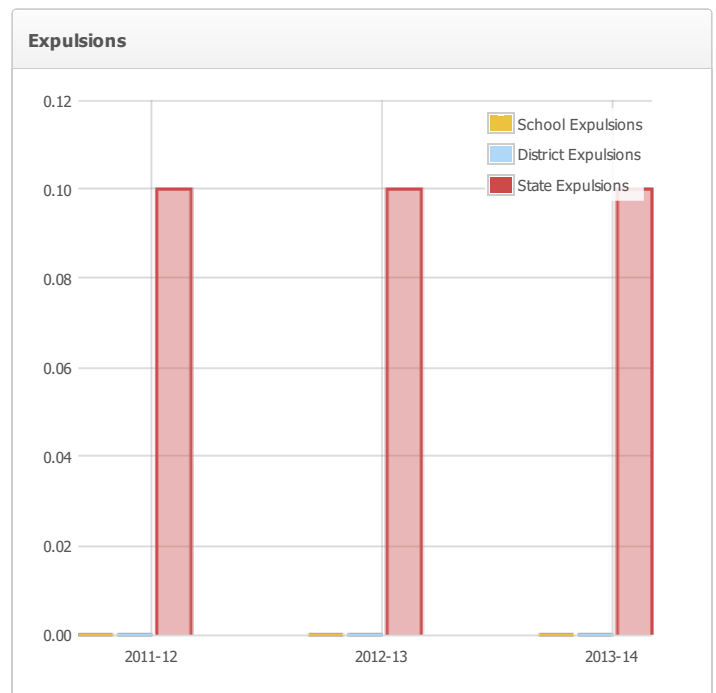
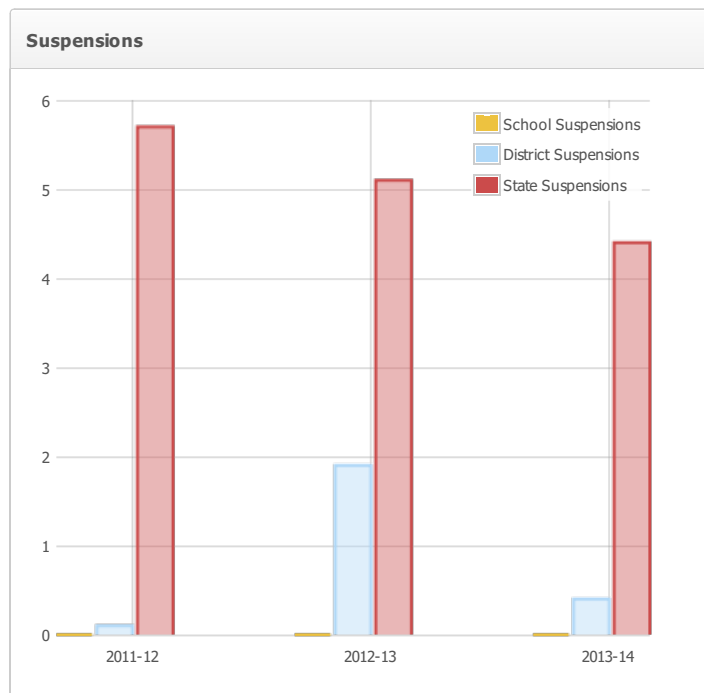
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.10	1.90	0.40	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/15/2015

## School Safety Plan - Most Recent Year

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

Last updated: 1/9/2015

## 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.

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement *		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/20/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.6	5	0	0	34.0	8	4	3	10.0	16	1	
1	19.6	8	0	0	22.0	11		1	11.0	12	4	
2	22.2	4	1	0	20.0	9	2	2	10.0	13	3	
3	20.8	6	2	0	31.0	7	5	2	15.0	6	4	
4	23.0	1	2	0	32.0	6	3	2	15.0	6	5	
5	26.5	0	4	0	32.0	6	4	2	14.0	6	4	
6												
Other												

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

*Last updated: 1/30/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\* 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.

*Last updated: 1/30/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6,164	\$1,492	\$4,672	\$98,154
District	N/A	N/A	\$7,604	\$95,258
Percent Difference – School Site and District	N/A	N/A	-38.60%	3.00%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	-0.40%	45.90%

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

*Last updated: 1/30/2015*

## Types of Services Funded (Fiscal Year 2013-14)

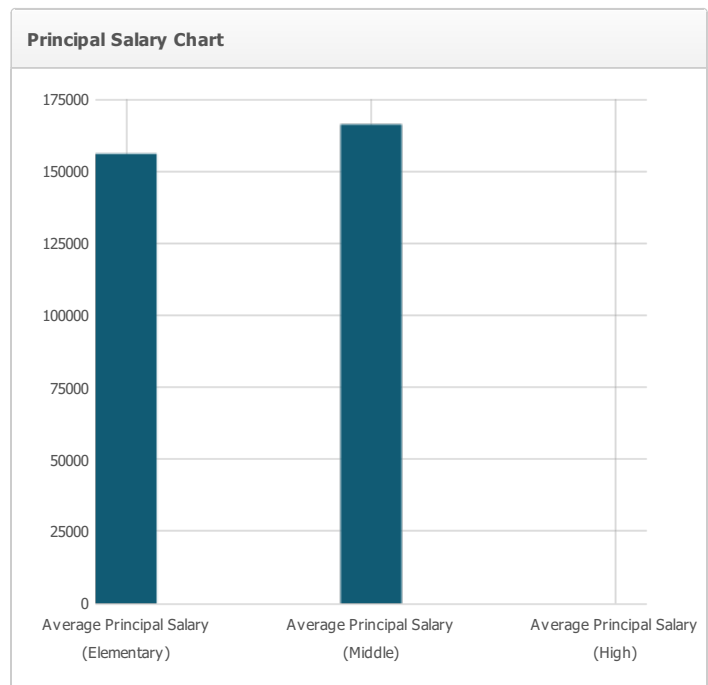
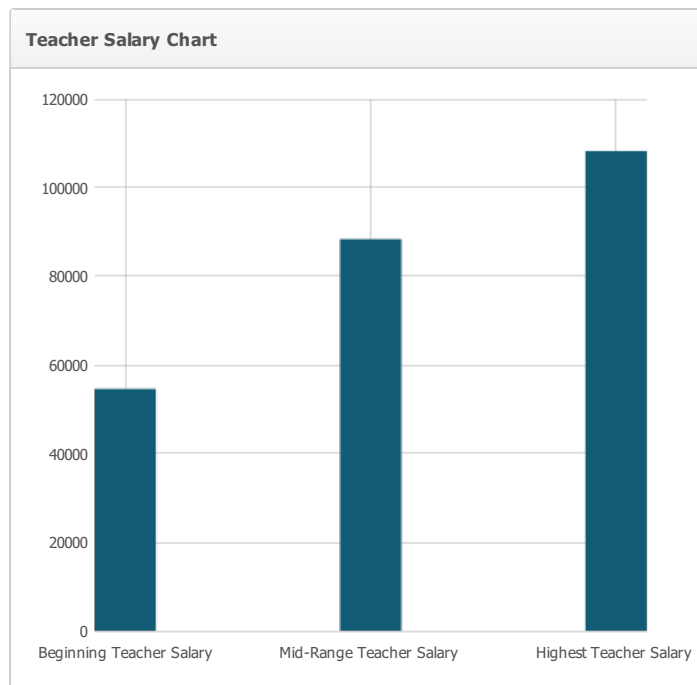
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading, Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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.

Last updated: 1/9/2015

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,600	\$41,535
Mid-Range Teacher Salary	\$88,398	\$64,101
Highest Teacher Salary	\$108,285	\$82,044
Average Principal Salary (Elementary)	\$156,039	\$104,336
Average Principal Salary (Middle)	\$166,245	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$205,000	\$155,309
Percent of Budget for Teacher Salaries	47.0%	41.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2015

## Professional Development – Most Recent Three Years

The District values professional development of teachers and administrators as an ongoing process of professional growth and learning for the individual, and as a tool for increasing student achievement. Professional development opportunities provided by the District include three staff development days, and three collaborative planning days. Professional Learning is also provided through attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development on early release days, and professional learning community work to analyze data and plan for instruction.



This year we also continued workshops designed by our teachers for their peers where our teachers can share their expertise.

*Last updated: 1/20/2015*