

Oak Knoll Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.


DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Kristen Gracia, Principal

 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

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

Phone: 650-854-4433
E-mail: kgracia@mpcsd.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Menlo Park City Elementary
Phone Number	(650) 321-7140
Superintendent	Maurice Ghysels, Ed.D.
E-mail Address	mghysels@mpcsd.org
Web Site	www.mpcsd.org

School Contact Information - Most Recent Year	
School Name	Oak Knoll Elementary
Street	1895 Oak Knoll Ln.
City, State, Zip	Menlo Park, Ca, 94025-6120
Phone Number	650-854-4433
Principal	Kristen Gracia, Principal
E-mail Address	kgracia@mpcsd.org
County-District-School (CDS) Code	41689656044176

Last updated: 1/5/2016

School Description and Mission Statement - Most Recent Year

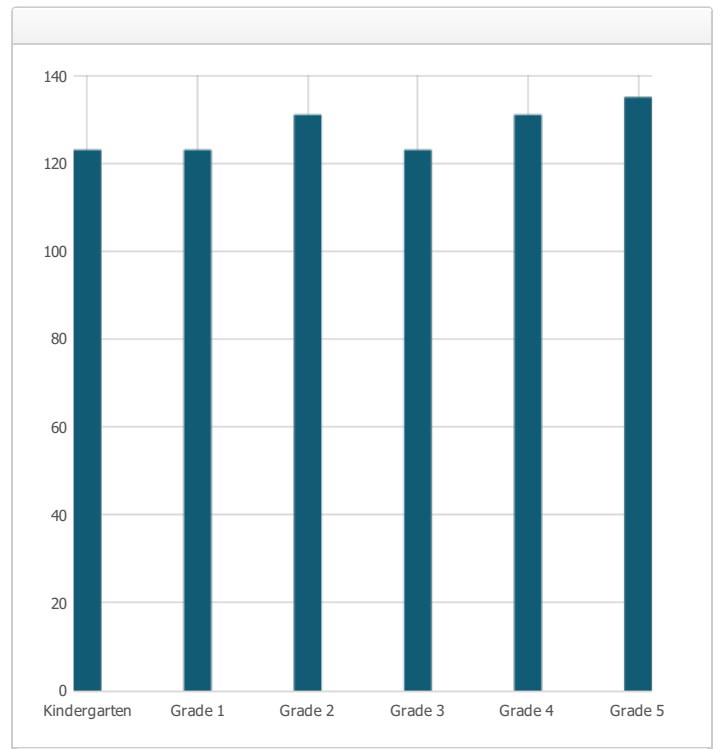
Oak Knoll School, located 40 miles south of San Francisco in the city of Menlo Park, is one of the four schools in the Menlo Park City School District. Enrollment is approximately 765 students in Kindergarten through Grade 5. The school staff includes 34 regular education teachers, one librarian, one 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: 1/5/2016

Student Enrollment by Grade Level (School Year 2014-15)

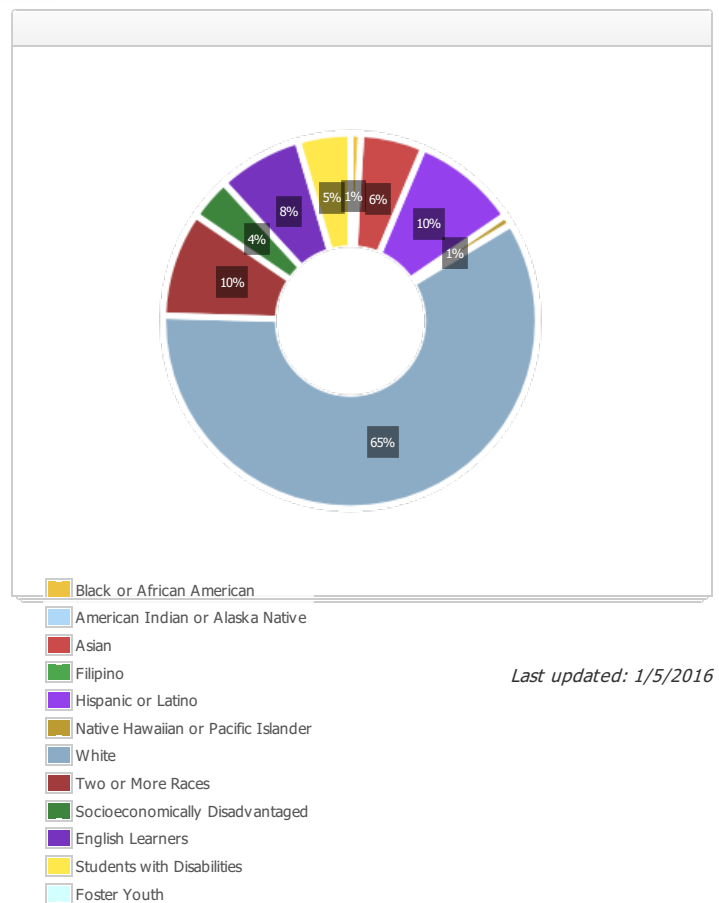
Grade Level	Number of Students
Kindergarten	123
Grade 1	123
Grade 2	131
Grade 3	123
Grade 4	131
Grade 5	135
Total Enrollment	767



Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.0 %
Asian	6.9 %
Filipino	0.0 %
Hispanic or Latino	10.8 %
Native Hawaiian or Pacific Islander	1.4 %
White	65.4 %
Two or More Races	10.3 %
Socioeconomically Disadvantaged	4.7 %
English Learners	8.9 %
Students with Disabilities	5.6 %
Foster Youth	0.1 %



Last updated: 1/5/2016

A. Conditions of Learning

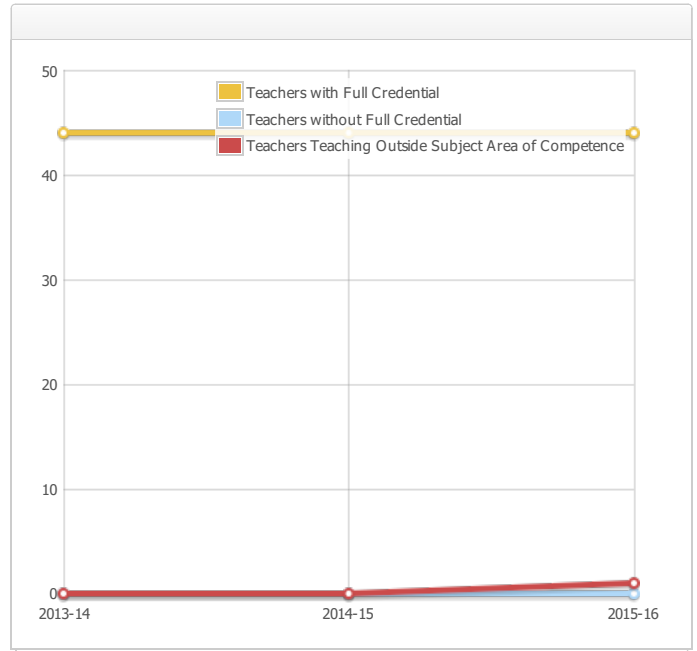
State Priority: Basic

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

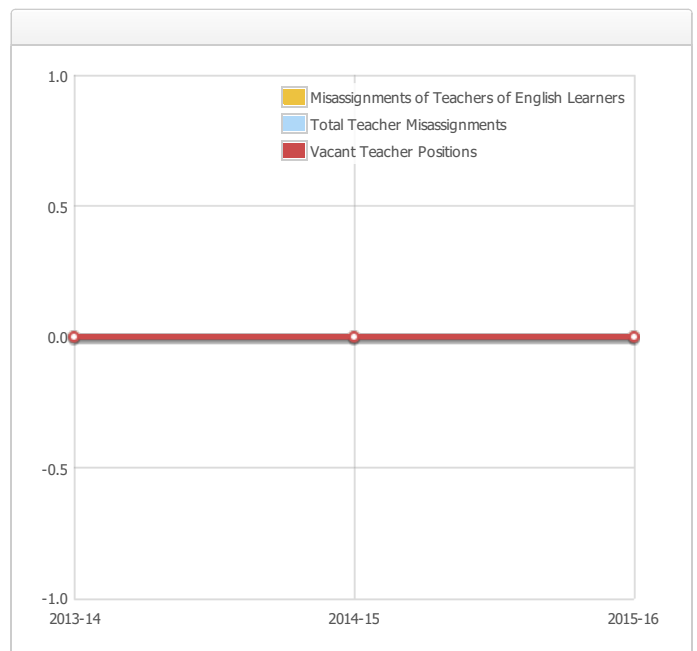
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	44	44	44	180
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	3



Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	100%
All Schools in District	100%	100%
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	100%	100%

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.

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

Year and month in which data were collected: December 2015

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)	No	0.0 %
Science	K: Trees; Wood and Paper; Animals 2x2, FOSS ('07) 1st: Solids & Liquids; Plants and Animals; Air & Weather, FOSS ('07) 2nd: Pebbles, Sand & Silt; Balance and Motion; Insects & Plants, FOSS ('07) 3rd: Structures of Life; Sun, Moon & Stars; Matter & Energy, FOSS ('07) 4th: Environments; Solid Earth; Electricity & Magnetism, FOSS ('07) 5th: Weather Planet; Mixtures & Solutions; 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, 1997	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

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.

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.

Last updated: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2014

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: September 2014

Overall Rating	Exemplary
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Last updated: 1/5/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	86%	82%	44%
Mathematics (grades 3-8 and 11)	87%	79%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	125	121	96.8%	9.0%	8.0%	27.0%	55.0%
Male	125	56	44.8%	9.0%	9.0%	43.0%	39.0%
Female	125	65	52.0%	9.0%	8.0%	14.0%	69.0%
Black or African American	125	2	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	125	9	7.2%	--	--	--	--
Filipino	125	1	0.8%	--	--	--	--
Hispanic or Latino	125	11	8.8%	55.0%	0.0%	27.0%	18.0%
Native Hawaiian or Pacific Islander	125	2	1.6%	--	--	--	--
White	125	86	68.8%	3.0%	8.0%	29.0%	59.0%
Two or More Races	125	8	6.4%	--	--	--	--
Socioeconomically Disadvantaged	125	9	7.2%	--	--	--	--
English Learners	125	17	13.6%	41.0%	6.0%	29.0%	24.0%
Students with Disabilities	125	8	6.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	138	130	94.2%	6.0%	8.0%	18.0%	68.0%
Male	138	69	50.0%	7.0%	10.0%	23.0%	59.0%
Female	138	61	44.2%	5.0%	5.0%	13.0%	77.0%
Black or African American	138	4	2.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	138	7	5.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	138	9	6.5%	--	--	--	--
Native Hawaiian or Pacific Islander	138	1	0.7%	--	--	--	--
White	138	88	63.8%	5.0%	8.0%	20.0%	67.0%
Two or More Races	138	16	11.6%	0.0%	0.0%	13.0%	88.0%
Socioeconomically Disadvantaged	138	3	2.2%	--	--	--	--
English Learners	138	5	3.6%	--	--	--	--
Students with Disabilities	138	11	8.0%	45.0%	9.0%	18.0%	27.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	152	134	88.2%	1.0%	10.0%	24.0%	65.0%
Male	152	64	42.1%	0.0%	19.0%	30.0%	52.0%
Female	152	70	46.1%	3.0%	1.0%	19.0%	77.0%
Black or African American	152	1	0.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	152	12	7.9%	8.0%	8.0%	17.0%	67.0%
Filipino	152	1	0.7%	--	--	--	--
Hispanic or Latino	152	12	7.9%	0.0%	8.0%	17.0%	75.0%
Native Hawaiian or Pacific Islander	152	1	0.7%	--	--	--	--
White	152	95	62.5%	1.0%	8.0%	25.0%	65.0%
Two or More Races	152	10	6.6%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	152	4	2.6%	--	--	--	--
Students with Disabilities	152	4	2.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	125	121	96.8%	7.0%	9.0%	23.0%	61.0%
Male	125	56	44.8%	7.0%	9.0%	21.0%	63.0%
Female	125	65	52.0%	6.0%	9.0%	25.0%	60.0%
Black or African American	125	2	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	125	9	7.2%	--	--	--	--
Filipino	125	1	0.8%	--	--	--	--
Hispanic or Latino	125	11	8.8%	36.0%	18.0%	18.0%	27.0%
Native Hawaiian or Pacific Islander	125	2	1.6%	--	--	--	--
White	125	86	68.8%	2.0%	8.0%	22.0%	67.0%
Two or More Races	125	8	6.4%	--	--	--	--
Socioeconomically Disadvantaged	125	9	7.2%	--	--	--	--
English Learners	125	17	13.6%	29.0%	12.0%	24.0%	35.0%
Students with Disabilities	125	8	6.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	138	130	94.2%	5.0%	5.0%	24.0%	67.0%
Male	138	69	50.0%	4.0%	7.0%	16.0%	72.0%
Female	138	61	44.2%	5.0%	2.0%	33.0%	61.0%
Black or African American	138	4	2.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	138	7	5.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	138	9	6.5%	--	--	--	--
Native Hawaiian or Pacific Islander	138	1	0.7%	--	--	--	--
White	138	88	63.8%	2.0%	3.0%	24.0%	70.0%
Two or More Races	138	16	11.6%	0.0%	6.0%	19.0%	75.0%
Socioeconomically Disadvantaged	138	3	2.2%	--	--	--	--
English Learners	138	5	3.6%	--	--	--	--
Students with Disabilities	138	11	8.0%	27.0%	9.0%	36.0%	27.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/5/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	152	134	88.2%	3.0%	11.0%	16.0%	69.0%
Male	152	64	42.1%	2.0%	13.0%	20.0%	66.0%
Female	152	70	46.1%	4.0%	10.0%	13.0%	73.0%
Black or African American	152	1	0.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	152	12	7.9%	8.0%	8.0%	8.0%	75.0%
Filipino	152	1	0.7%	--	--	--	--
Hispanic or Latino	152	12	7.9%	0.0%	17.0%	0.0%	83.0%
Native Hawaiian or Pacific Islander	152	1	0.7%	--	--	--	--
White	152	95	62.5%	1.0%	9.0%	20.0%	69.0%
Two or More Races	152	10	6.6%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	152	4	2.6%	--	--	--	--
Students with Disabilities	152	4	2.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	92%	94%	96%	92%	89%	91%	59%	60%	56%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	91%
All Students at the School	96%
Male	98%
Female	95%
Black or African American	--
American Indian or Alaska Native	--
Asian	91%
Filipino	--
Hispanic or Latino	100%
Native Hawaiian or Pacific Islander	--
White	98%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.4%	14.8%	73.3%

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: 1/5/2016

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 - 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 80%. Through annual family events the PTO provides community outreach, connection and involvement in the school, and contributes thousands of dollars and volunteer hours yearly to support our school programs.

Each year the school has a theme that is rooted in the school mission: Every student and exemplary scholar, a valued friend and a courageous citizen. Students in all classrooms from kindergarten to 5th grade engage in learning and service work that embodies the school theme. The past three years the themes have been Courage, Compassion and this year, Connected. The school counselor plans lessons for the classroom and develops a scope and sequence of community building events that are focused on the theme.

State Priority: Pupil Engagement

Last updated: 1/5/2016

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

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

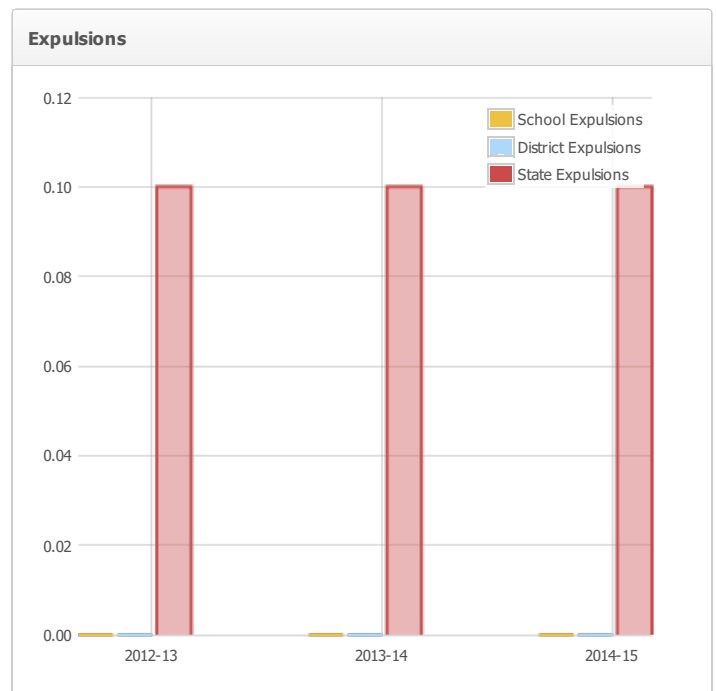
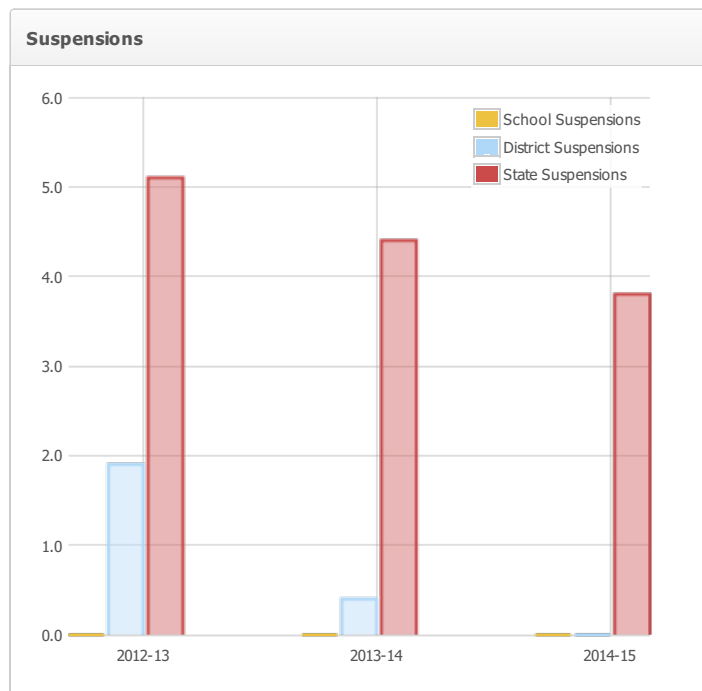
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	1.9	0.4	0.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2016

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: 1/5/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	21.0	2	4	3	20.0	4	3		20.0	3	3	0
1	19.0	6	0		22.0	2	4		22.0	3	3	0
2	20.0	5	2		21.0	3	3		23.0	2	4	0
3	22.0	0	6		25.0		5		24.0		5	0
4	24.0	0	5		23.0		6		26.0		5	0
5	24.0	0	5		24.0		5		24.0	1	5	0
6												
Other	4.0	1										

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

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Last updated: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	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: 1/5/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,250	\$1,518	\$4,733	\$90,249
District	N/A	N/A	\$8,072	\$95,985
Percent Difference – School Site and District	N/A	N/A	-41.4%	-6%
State	N/A	N/A	\$5,348	\$69,086
Percent Difference – School Site and State	N/A	N/A	.9%	34.1%

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

Last updated: 1/5/2016

Types of Services Funded (Fiscal Year 2014-15)

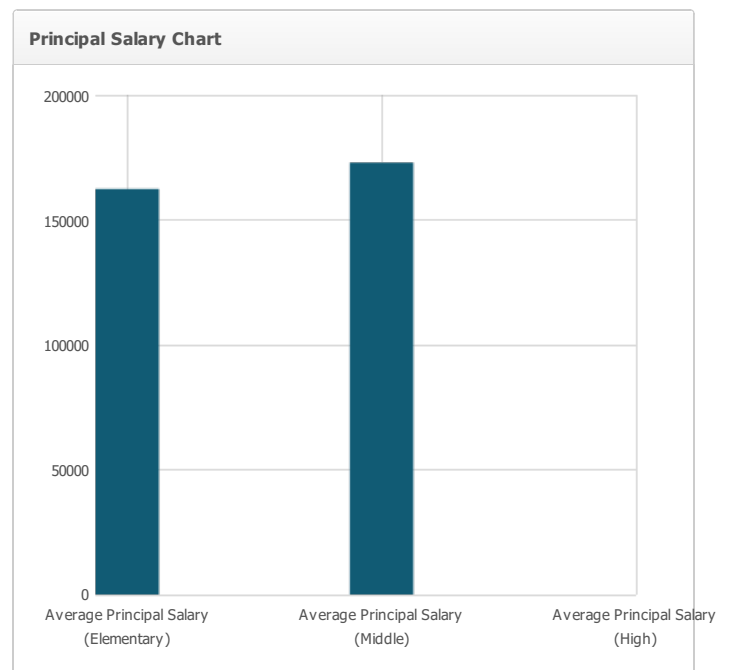
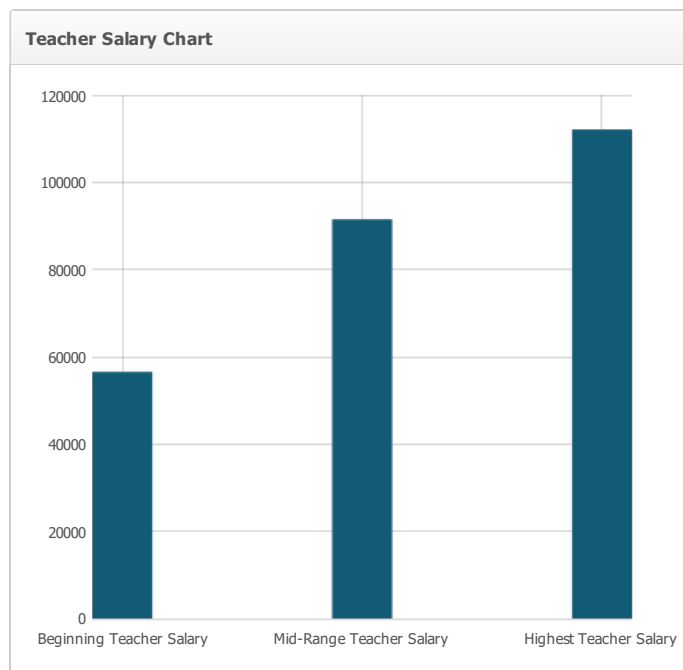
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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: 1/5/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,511	\$42,723
Mid-Range Teacher Salary	\$91,492	\$65,936
Highest Teacher Salary	\$112,075	\$84,545
Average Principal Salary (Elementary)	\$162,389	\$106,864
Average Principal Salary (Middle)	\$172,952	\$110,494
Average Principal Salary (High)	--	\$103,499
Superintendent Salary	\$186,795	\$159,133
Percent of Budget for Teacher Salaries	46%	40%
Percent of Budget for Administrative Salaries	6%	6%

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



Last updated: 1/5/2016

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.

