

Oak Knoll Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Oak Knoll Elementary
Street	1895 Oak Knoll Lane
City, State, Zip	Menlo Park CA 94025
Phone Number	650-854-4433
Principal	Alicia Payton-Miyazaki
Email Address	apayton@mpcsd.org
School Website	https://district.mpcsd.org/OakKnoll
County-District-School (CDS) Code	41689656044176

2022-23 District Contact Information

District Name	Menlo Park City Elementary
Phone Number	650-321-7140
Superintendent	Kristen Gracia
Email Address	kgracia@mpcsd.org
District Website Address	mpcsd.org

2022-23 School Overview

Oak Knoll is a big school of almost 600 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 painting murals, 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 us walking around with teachers observing other teachers, a practice we call PACT for Peer-Admin-Coach-Teacher. 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

2022-23 School Overview

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	96
Grade 2	87
Grade 3	108
Grade 4	101
Grade 5	106
Total Enrollment	584

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
Non-Binary	---
American Indian or Alaska Native	0.0
Asian	13.0
Black or African American	0.5
Filipino	0.9
Hispanic or Latino	9.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.3
White	64.0
English Learners	2.9
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	3.9
Students with Disabilities	5.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41	99	45	93	---	---
Intern Credential Holders Properly Assigned	0	0	0	0	---	---
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	<1	4	3	---	---
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	2	---	---
Unknown	0	0	0	0	---	---
Total Teaching Positions	42	100	50	100	---	---

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40	98	34	78	---	---
Intern Credential Holders Properly Assigned	0	0	0	0	---	---
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	<1	4	4	---	---
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	<1	10	15	---	---
Unknown	0	0	0	0	---	---
Total Teaching Positions	42	100	48	100	---	---

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	1
Misassignments	1	1
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	1	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	1
Local Assignment Options	0	1
Total Out-of-Field Teachers	0	1

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing Project, K-5 Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading and Writing Project, K-5	Yes	0.0 %

	<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>		
Mathematics	<p>California Math Expressions, Houghton Mifflin, K-5</p> <p>Big Ideas Math Common Core Advanced 1, Cengage Learning, 5</p>	Yes	0.0 %
Science	<p>Twig Science Next Gen is a complete Pre-K–8 program built for the NGSS. TWIG Science California includes comprehensive Teacher Editions in print and digital for flexible lesson planning, a state-of-the-art 3-D Performance Assessment suite, and an innovative, easy-to-use digital platform.</p>	Yes	0.0 %
History-Social Science	<p>Reflections, California Series, Harcourt School Publishers, K-5</p> <p>Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5</p>	No	0.0 %
Foreign Language			0.0 %
Health	<p>Kimochis</p> <p>RULER</p> <p>Puberty Talks, Health Connected, 5</p>	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)			0.0 %

School Facility Conditions and Planned Improvements

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, doors, 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.

Year and month of the most recent FIT report

December 13, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 14 - Teacher is blocking mechanical closet with shelves. Needs to empty/move.
Interior: Interior Surfaces	X			Room 2 - wall paper is peeling off (middle décor)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		G-B needs light covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 4 - toilet handle is leaking when you flush it. Boys restroom by room 4 toilet handle is leaking when you flush. Girls restroom by room 13, missing toilet seat.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			K-4 internet connection is missing a a cover, G-B needs a light cover
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	77.92	N/A	80.62	N/A	47.06
Mathematics (grades 3-8 and 11)	N/A	80.32	N/A	76.85	N/A	33.38

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	322	317	98.4	1.6	77.92
Female	161	160	99.3	0.7	83.13
Male	161	157	97.5	2.5	72.61
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100	0	93.19
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	34	32	94.1	5.9	71.88
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	33	33	100	0	69.70
White	205	203	99.0	1.0	78.82
English Learners	8	8	100	0	*
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	16	94.1	5.9	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.2	11.8	26.66

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	322	315	97.8	2.2	80.32
Female	161	159	98.7	1.3	79.87
Male	161	156	96.8	3.2	80.77
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100	0	100
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	34	32	94.1	5.9	68.76
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	33	33	100	0	84.85
White	205	201	98.0	2.0	78.61
English Learners	8	8	100	0	*
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	16	94.1	5.9	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.2	11.8	40

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	N/T	61.11	N/T	69.52	28.72	29.45

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	108	96.4	3.6	61.11
Female	62	60	96.7	3.3	65.00
Male	50	48	96.00	4.00	56.25
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100	0	94.74
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	11	10	90.9	9.1	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	8	8	100	0	*
White	70	67	95.7	4.3	56.72
English Learners	*	*	*	*	*
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	5	5	100	0	*
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	9	9	100	0	*

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	---	---	---	---	---
Grade 9	---	---	---	---	---

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 everyone to get involved and stay connected! There are tasks available to fit every schedule, whether parents have time only for an hour here or there if parents 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, and through our parent communication app, parents can sign up for many different volunteer activities connected to their child's classroom, such as helping in the classroom, chaperoning field trips, and hosting class parties.

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.

2022-23 Opportunities for Parental Involvement

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	602	18	3.0
Female	292	302	7	2.3
Male	292	300	11	3.7
American Indian or Alaska Native	0	*	*	*
Asian	76	82	3	3.7
Black or African American	3	*	*	*
Filipino	5	*	*	*
Hispanic or Latino	54	55	2	3.6
Native Hawaiian or Pacific Islander	1	*	*	*
Two or More Races	66	68	1	1.5
White	374	381	10	2.6
English Learners	17	28	0	0.0
Foster Youth	0	*	*	*
Homeless	0	*	*	*
Socioeconomically Disadvantaged	23	27	4	14.8
Students Receiving Migrant Education Services	0	*	*	*
Students with Disabilities	31	44	4	9.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.2	0.2	2.5
Expulsions	0.0	0.0	0.1

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.0	0.5	0.0	0.6	0.2	3.2
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.5	0.0
Female	0.5	0.0
Male	0.0	0.0
American Indian or Alaska Native	*	*
Asian	0.0	0.0
Black or African American	*	*
Filipino	*	*
Hispanic or Latino	0.0	0.0
Native Hawaiian or Pacific Islander	*	*
Two or More Races	0.0	0.0
White	0.3	0.0
English Learners	0.0	0.0
Foster Youth	*	*
Homeless	*	*
Socioeconomically Disadvantaged	*	*
Students Receiving Migrant Education Services	*	*
Students with Disabilities	*	*

2022-23 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 robocalling, texting, and e-mail systems as well as posting information on the website to communicate emergency information. The 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/attendance 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 their 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 AREAS 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 and the School Safety Plan was approved by the School Site Council in the Fall of 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	4	0
1	22	0	5	0
2	21	0	5	0
3	24	0	5	0
4	19	3	2	0
5	22	1	4	0
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	0
1	15	6	1	0
2	22	1	4	0
3	20	2	3	0
4	19	5	1	0
5	18	4	1	0
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5	0	0
1	19	5	0	0
2	17	5	0	0
3	22	0	5	0
4	20	2	3	0
5	22	0	5	0
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	NA

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	---
Psychologist	1
Social Worker	---
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	---
Other	---

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,691.98	1,677.96	8,014.02	120,524
District	N/A	N/A	12,089.92	127,608
Percent Difference - School Site and District	N/A	N/A	-40.5	-5.7
State	N/A	N/A	8,867.31	85,856
Percent Difference - School Site and State	N/A	N/A	-10.1	33.6

2021-22 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, Art teacher, Spanish teacher, Physical education teacher, and full-time Teacher Library Specialists, as well as Science Aides enhance our instructional Programs. We also have robust Student Support services including speech and language specialists, resource specialists, psychologists, school counselors, and nursing. We also have a part-time math interventionist and a part time intensive math support class. Core textbooks are purchased with district funds and state funds, and monies raised by the PTO supplement instructional materials and supplies. The Menlo Park Atherton Education Foundation provides the district funds that support our specialist programs and counseling services/program, among other needs.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$67,459	\$51,591
Mid-Range Teacher Salary	\$109,012	\$79,620
Highest Teacher Salary	\$133,788	\$104,866
Average Principal Salary (Elementary)	\$198,286.42	\$131,473
Average Principal Salary (Middle)	\$203,459.60	\$135,064
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$263,314	\$205,661
Percent of Budget for Teacher Salaries	42.24%	33.33%
Percent of Budget for Administrative Salaries	4.80%	5.87%

Professional Development

Teachers have 3 PD days per year which are used to Collaborate Around Student Outcomes (CASO days).

In addition, at Oak Knoll, professional development is ongoing and focused on continuous improvement. Coach, Teacher, Peer, Admin (PACT) is one example of PD that spans all curriculum and practices. PACT is a model practice at Oak Knoll School that improves teacher efficacy and has an impact on student achievement and school culture/climate. Coach, Teacher, Peer, Admin is when two teachers and an administrator and TOSA visit classrooms together, discuss observations, and then share them school-wide. Teachers have peers and their school administrator to connect, collaborate, and communicate with during the round. The visit usually lasts about 20-30 minutes and often has a theme such as English Learner (EL) strategies, math talks, or intervention strategies that are targeted and aligned with our school mission and goals. During the visit, the team pays close attention for “promoters of learning” in the targeted area and collect observation notes.

Other professional developments over the past three years have included training on Restorative Practices, TCRWP, Math coaching, NGSS standards, Grace Dearborn professional Conscious Classroom Management training.

During implementation and throughout the year, teachers meet with the principal to discuss student academic and SEL growth and progress. The EL Specialist also meets with teachers who have EL students in their class to specifically goal set and provide specific strategies to support the students aligned with the EL standards and continuum. Staff meetings also provide ongoing support for teachers during implementation. Instructional Coaches provide ongoing support and up-to-date curriculum maps. They also lead curriculum adoptions along with our Assistant Superintendent and Ed Services.

Various teachers attend conferences each year and then share their learning through grade level meetings and staff meetings including RULER conference and SVMl.

Professional Development is aligned with our school mission and goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6