

# Ocean Knoll Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Ocean Knoll Elementary  |
| <b>Street</b>                            | 910 Melba Rd.   |
| <b>City, State, Zip</b>                  | Encinitas, CA 92024-3901  |
| <b>Phone Number</b>                      | (760) 944-4351  |
| <b>Principal</b>                         | Claudia Bugarin   |
| <b>Email Address</b>                     | claudia.bugarin@eusd.net  |
| <b>School Website</b>                    | <a href="https://oceanknoll.eusd.net/">https://oceanknoll.eusd.net/</a> |
| <b>County-District-School (CDS) Code</b> | 37 68080 6038152  |

## 2023-24 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | Encinitas Union Elementary School District  |
| <b>Phone Number</b>     | 760.944.4300  |
| <b>Superintendent</b>   | Andrée Grey   |
| <b>Email Address</b>    | Andrée.Grey@eusd.net  |
| <b>District Website</b> | <a href="https://www.eusd.net/our-district/school-accountability">https://www.eusd.net/our-district/school-accountability</a> |

## 2023-24 School Description and Mission Statement

Ocean Knoll Elementary is an award-winning public school in Encinitas, California that has served multiple generations of kindergarten through sixth grade children since 1959. Ocean Knoll's International Baccalaureate Primary Years Program, authorized in 2013, provides our students an engaging education in which students master twenty-first century knowledge and skills through an academically challenging curriculum, requiring students to take initiative, research, organize and complete action projects, and present their findings, preparing our children for critical thinking, community service, and college-level coursework.

The mission of Ocean Knoll Elementary School is to develop lifelong learners who are empowered to make a difference in their local and global communities through action founded in knowledge, reflection, and intercultural understanding. Through inquiry, reflection and responsible action, Ocean Knoll's programs encourage students to become compassionate, life-long learners who think critically about their role as active citizens of a global community.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 65                 |
| Grade 1          | 64                 |
| Grade 2          | 74                 |
| Grade 3          | 81                 |
| Grade 4          | 81                 |
| Grade 5          | 84                 |
| Grade 6          | 74                 |
| Total Enrollment | 523                |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 51.8%                       |
| Male                                | 48.2%                       |
| American Indian or Alaska Native    | 0.2%                        |
| Asian                               | 1.9%                        |
| Black or African American           | 0.4%                        |
| Filipino                            | 1%                          |
| Hispanic or Latino                  | 37.3%                       |
| Native Hawaiian or Pacific Islander | 0.2%                        |
| Two or More Races                   | 5.7%                        |
| White                               | 52%                         |
| English Learners                    | 19.5%                       |
| Homeless                            | 0.2%                        |
| Migrant                             | 1.1%                        |
| Socioeconomically Disadvantaged     | 32.1%                       |
| Students with Disabilities          | 12.2%                       |

#### 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 25.00         | 100.00         | 216.60          | 96.74            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 1.00            | 0.45             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 0.00            | 0.00             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 6.20            | 2.81             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 25.00         | 100.00         | 223.90          | 100.00           | 274759.10    | 100.00        |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 26.00         | 92.86          | 242.70          | 97.88            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.50            | 0.20             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 0.00            | 0.00             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.00          | 7.14           | 2.00            | 0.81             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 0.00          | 0.00           | 2.70            | 1.10             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 28.00         | 100.00         | 247.90          | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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  | 0.00    | 0.00    |
| Misassignments   | 0.00    | 0.00    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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 | 0.00    | 2.00    |
| Local Assignment Options                               | 0.00    | 0.00    |
| <b>Total Out-of-Field Teachers</b>                     | 0.00    | 2.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2023

| Subject                | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|-----------------------------|--|
| Reading/Language Arts  | National Geographic/2017                                     | Yes                         | 0  |
| Mathematics            | Scott Foresman-Addison Wesley/2009                           | Yes                         | 0  |
| Science                | Houghton Mifflin/2007  | Yes                         | 0  |
| History-Social Science | Harcourt/2006  | Yes                         | 0  |

## School Facility Conditions and Planned Improvements

Ocean Knoll Elementary School provides a safe and clean environment for students, staff, and the community. School facilities are all up-to-date and provide adequate space for students and staff. The school was built in 1957 and currently includes a library, multi-purpose room, staff lounge, 29 permanent classrooms and two playgrounds. The auditorium remodel was completed in January 2007. In August 2010, the blacktop was repaired and resurfaced and the drainage was corrected on the campus lawn. For 2010-2011, the carpet was replaced in most of the classrooms. In 2011-2012 the four student restrooms were equipped with hand air dryers as part of the district's Green Initiative. In 2016, all classrooms received new windows and furniture. Solatubes were also installed in all classrooms that year. Additionally, in 2016 the portable classrooms were removed and replaced with 8 permanent classrooms. A new black top play area and ball wall was also installed.

In 2023, our school underwent a renovation project, involving the removal of carpeting in several classrooms and the installation of new flooring to create a more modern and functional learning environment. This effort will continue into Spring 2024 with the planned installation of vinyl flooring. We appreciate the understanding and cooperation of our school community during these improvements, which aim to enhance the overall educational experience.

District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance has indicated that 100% of all toilets on school grounds are in working order.

Year and month of the most recent FIT report

March 2023

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                            |
|---|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                               |           | X         |           | stained ceiling tiles from previous water damage, blinds need repair |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |  |
| <b>Electrical</b>   | X         |           |           |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                  | X         |           |           |  |

## School Facility Conditions and Planned Improvements

|   |   |   |  |
|---|---|---|--|
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |   |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences |   | X | small sink hole in running track from heavy rain |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

#### 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.

## 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.

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<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 64                | 68                | 70                  | 71                  | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 61                | 62                | 66                  | 67                  | 33               | 34               |



## 2022-23 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 317                     | 311                  | 98.11                 | 1.89                      | 67.52                          |
| <b>Female</b>  | 159                     | 153                  | 96.23                 | 3.77                      | 69.93                          |
| <b>Male</b>  | 158                     | 158                  | 100.00                | 0.00                      | 65.19                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 122                     | 119                  | 97.54                 | 2.46                      | 44.54                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 18                      | 18                   | 100.00                | 0.00                      | 72.22                          |
| <b>White</b>   | 158                     | 156                  | 98.73                 | 1.27                      | 85.26                          |
| <b>English Learners</b>                              | 61                      | 57                   | 93.44                 | 6.56                      | 15.79                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 84                      | 82                   | 97.62                 | 2.38                      | 36.59                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 48                      | 44                   | 91.67                 | 8.33                      | 43.18                          |

## 2022-23 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 317                     | 310                  | 97.79                 | 2.21                      | 61.61                          |
| <b>Female</b>  | 159                     | 152                  | 95.60                 | 4.40                      | 62.50                          |
| <b>Male</b>  | 158                     | 158                  | 100.00                | 0.00                      | 60.76                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 122                     | 118                  | 96.72                 | 3.28                      | 38.14                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 18                      | 18                   | 100.00                | 0.00                      | 55.56                          |
| <b>White</b>   | 158                     | 156                  | 98.73                 | 1.27                      | 78.85                          |
| <b>English Learners</b>                              | 61                      | 57                   | 93.44                 | 6.56                      | 14.04                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 84                      | 82                   | 97.62                 | 2.38                      | 26.83                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 48                      | 44                   | 91.67                 | 8.33                      | 29.55                          |

## 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.

Science test results include the CAST 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 CAST 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.

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.

| Subject   | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 58.54          | 56.63          | 56.37            | 55.60            | 29.47         | 30.29         |

## 2022-23 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 83               | 83            | 100.00         | 0.00               | 56.63                   |
| <b>Female</b>  | 36               | 36            | 100.00         | 0.00               | 55.56                   |
| <b>Male</b>  | 47               | 47            | 100.00         | 0.00               | 57.45                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | 0                | 0             | 0              | 0                  | 0                       |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 31               | 31            | 100.00         | 0.00               | 29.03                   |
| <b>Native Hawaiian or Pacific Islander</b>           | --               | --            | --             | --                 | --                      |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | 45               | 45            | 100.00         | 0.00               | 77.78                   |
| <b>English Learners</b>                              | 17               | 17            | 100.00         | 0.00               | 17.65                   |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 22               | 22            | 100.00         | 0.00               | 31.82                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 18               | 18            | 100.00         | 0.00               | 38.89                   |

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 100%                             | 100%   | 100%  | 100%  | 100%                        |

## 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.

#### 2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Ocean Knoll Elementary School. Ocean Knoll's Parent Involvement Policy is reviewed annually during the Title 1 Parent Meeting and by the School Site Council. Numerous programs and activities are made possible by the generous contributions made by organizations and the fund-raising activities sponsored by the PTA.

Ocean Knoll Elementary School offers a variety of events, programs, and activities throughout the school year for parents to become actively involved in their child's school and education. The following are typical activities, events or programs in which parents can become involved: Open House, Back-to-School Night, Parent Education Nights; PTA, SSC, and ELAC meetings, Arts Ed, school garden, Holiday Sharing, Dol-Fun Days, classroom speaking or volunteering; and lunchtime clubs and activities as well as district committees. In addition, the community liaison plays a pivotal role in creating a bridge between the school, families, and community organizations, contributing to a more cohesive and supportive educational environment.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 531                   | 526                                     | 85                        | 16.2                     |
| Female  | 273                   | 273                                     | 41                        | 15.0                     |
| Male  | 258                   | 253                                     | 44                        | 17.4                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 1                     | 1                                       | 0                         | 0.0                      |
| Asian   | 10                    | 10                                      | 1                         | 10.0                     |
| Black or African American                     | 3                     | 3                                       | 1                         | 33.3                     |
| Filipino                                      | 5                     | 5                                       | 1                         | 20.0                     |
| Hispanic or Latino                            | 199                   | 196                                     | 49                        | 25.0                     |
| Native Hawaiian or Pacific Islander           | 1                     | 1                                       | 0                         | 0.0                      |
| Two or More Races                             | 30                    | 30                                      | 5                         | 16.7                     |
| White   | 275                   | 273                                     | 27                        | 9.9                      |
| English Learners                              | 105                   | 103                                     | 32                        | 31.1                     |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 3                     | 3                                       | 1                         | 33.3                     |
| Socioeconomically Disadvantaged               | 172                   | 169                                     | 44                        | 26.0                     |
| Students Receiving Migrant Education Services | 6                     | 6                                       | 2                         | 33.3                     |
| Students with Disabilities                    | 85                    | 82                                      | 24                        | 29.3                     |

### 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.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00           | 0.00           | 0.19           | 0.10             | 0.40             | 0.21             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.00             | 0.00             | 0.00             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.19             | 0               |
| Female  | 0                | 0               |
| Male  | 0.39             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0                | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0.36             | 0               |
| English Learners                              | 0                | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0                | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 1.18             | 0               |

## 2023-24 School Safety Plan

Maintaining a safe, clean, and orderly environment is a top priority and essential to teaching and learning. The Comprehensive School Safety Plan (CSSP) is developed by Ocean Knoll Elementary in consultation with local law enforcement/emergency preparedness staff, School Site Council (SSC) and Administrative Services in order to comply with Senate Bill 187. The CSSP includes: Annual Schools Safety Data, School Safety Policies and Procedures, Emergency Preparedness Procedures, and Emergency Plans and Protocols. It was most recently updated and reviewed in October 2023 and accepted by the Board of Trustees in November 2023.

We conduct regularly scheduled safety drills including fire, shelter-in-place, lockdown and earthquake. We practice evacuation procedures for fire, procedures for disaster preparedness, and to be ready to respond to the possibility of strangers or dangers on campus. Our district maintenance and site custodial personnel routinely check all play equipment for safety and make recommendations for proactive maintenance. To ensure safety during instructional hours, the perimeter gates of the site are locked immediately after entry each morning and reopened only at dismissal. During school hours, all visitors are required to present an ID for processing via our Raptor Visitor System. Additionally, our site is alarmed during non-school hours. To monitor all school sites, each school is equipped with surveillance cameras. We have a strong partnership with the San Diego County Sheriff's Department North Coastal Station in Encinitas, the Carlsbad Police Department and our Carlsbad School Resource Officers. All staff takes pride in our school and work together to maintain a well-kept and safe facility.

## 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.

### 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           | 20                 | 2                                    | 1                                     |                                     |
| 1           | 19                 | 3                                    | 1                                     |                                     |
| 2           | 20                 | 3                                    | 1                                     |                                     |
| 3           | 22                 | 1                                    | 3                                     |                                     |
| 4           | 24                 |                                      | 3                                     |                                     |
| 5           | 28                 |                                      | 3                                     |                                     |
| 6           | 24                 |                                      | 4                                     |                                     |

### 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           | 18                 | 2                                    | 2                                     |                                     |
| 1           | 18                 | 2                                    | 2                                     |                                     |
| 2           | 21                 | 1                                    | 3                                     |                                     |
| 3           | 21                 |                                      | 4                                     |                                     |
| 4           | 22                 |                                      | 4                                     |                                     |
| 5           | 29                 |                                      | 3                                     |                                     |
| 6           | 23                 |                                      | 4                                     |                                     |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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                                    | 3                                     | 0                                   |
| 1           | 21                 | 0                                    | 3                                     | 0                                   |
| 2           | 25                 | 0                                    | 3                                     | 0                                   |
| 3           | 20                 | 3                                    | 1                                     | 0                                   |
| 4           | 27                 | 0                                    | 3                                     | 0                                   |
| 5           | 28                 | 0                                    | 3                                     | 0                                   |
| 6           | 25                 | 0                                    | 3                                     | 0                                   |
| Other       | 0                  | 0                                    | 0                                     | 0                                   |

## 2022-23 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 | 0     |

## 2022-23 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) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 1                                |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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                                   | \$15,028.64                  | \$4,128.89                          | \$10,899.75                           | \$80,117.00            |
| District                                      | N/A                          | N/A                                 | \$11,006.45                           | \$91,201               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -1.0                                  | -7.1                   |
| State   | N/A                          | N/A                                 | \$7,607                               | \$88,288               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 49.2                                  | -8.5                   |

## Fiscal Year 2022-23 Types of Services Funded

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs that include categorical, special education and support programs such as Special Education, Title I, Title II and Title III, where applicable, Mental Health and Instructional Materials.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$51,260        | \$54,046                                     |
| Mid-Range Teacher Salary                      | \$84,484        | \$84,515                                     |
| Highest Teacher Salary                        | \$125,302       | \$110,867                                    |
| Average Principal Salary (Elementary)         | \$159,753       | \$136,841                                    |
| Average Principal Salary (Middle)             | \$0             | \$141,477                                    |
| Average Principal Salary (High)               | \$0             | \$137,985                                    |
| Superintendent Salary                         | \$248,210       | \$217,473                                    |
| Percent of Budget for Teacher Salaries        | 40.56%          | 32.43%                                       |
| Percent of Budget for Administrative Salaries | 6.09%           | 5.62%  |

## Professional Development

In Encinitas teachers participate in professional development at least once per month. Four months are dedicated to district-wide training, while six months are dedicated to school specific training. The district-wide trainings focused on school safety this year. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics. In 2023-24 all staff completed two sessions of Grade Level Collaboration focused on the EUSD Learner Profile and grade level standards. Our teachers have also had opportunities to attend district workshops CGI, Multilingual Learners, Behaviors and more.

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

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 11      | 11      | 11      |